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ABSTRACT

The first of a two-volume report on the findings of the Longitudinal Career Pattern Study of Graduates of the University of Tennessee College of Nursing (UTCN) 1954-1974 is presented. Volume I includes a description of the study, the characteristics of the target population and participants, the identification of the geographic regions from which participants came to attend the program, and those aspects of the participants' activities after graduation that relate to post-baccalaureate education and employment, as well as the participants' evaluation of their preparation for practice. After an introductory overview of the curriculum, characteristics of participants and a summary of findings, separate chapters are presented on: post-baccalaureate education, examining degrees earned; employment, focusing on rate of employment; employees, describing the type of work participants were hired to do; non-employment, examining the reasons for non-employment; respondents' evaluation of the UTCN program, reporting on achievement of educational goals; and continuous nursing careers, reporting on professional continuing education. One general impression from the findings was that hospitals could reasonably count on UTCN graduates as staff nurses in the traditional medical, surgical, general and pediatric fields of care for four years out of the employee's work span. For the remaining years of the work span of the respondents who stayed in nursing employment, hospitals could count on (1) a small number remaining in the traditional clinical fields and the traditional positions in the nursing service hierarchy, and (2) a small number remaining in their employ but moving into more specialized fields of practice and into positions with more specific functionally and clinically oriented titles. There was little evidence of respondents moving up in the administrative hierarchy in nursing service positions. Charts, tables, and the form letters and questionnaires used in the survey are appended. (LC)

ED183126

LONGITUDINAL CAREER PATTERN STUDY
of
GRADUATES OF THE UNIVERSITY OF TENNESSEE
COLLEGE OF NURSING

1954 through 1974

VOLUME I

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Volume 1

FOREWORD

This publication is the first of a two volume report on the findings of the Longitudinal Career Pattern Study of Graduates of The University of Tennessee College of Nursing, 1954-1974.

Volume 1 includes the description of the study, the characterstics of the target population and the participants, the identification of the geographic regions from which participants came to attend The University of Tennessee College of Nursing and those aspects of the participants' activities after graduation that relate to post-baccalaureate education and employment and the participants' evaluation of their level of preparation for practice. It also includes a comparison of the activities of a modal group of respondents who were continuously active in nursing since graduation and a control group of their classmates who were less active.

Volume 2 includes findings on those aspects of the participants' activities that relate to personal history and career choices both before and after graduation and professional and community activities after graduation

ACKNOWLEDGMENTS

We thank the graduates of The University of Tennessee College of Nursing who participated in this study for their willingness to provide information, their faithfulness in responding to questionnaires and their patience in awaiting publication of the findings.

We thank Ruth Neil Murry, Dean Emeritus of the College of Nursing, for inspiration and encouragement, as well as budgetary support during the first decade of the study.

We thank Norma J. Long, Acting Dean, 1978-1979 and Marie C. Josberger, Dean, for continued budgetary support for the publication of the report.

We thank the personnel of the Office of Alumni Affairs and the administrative office of the College of Nursing for work done on addresses, mailings, typing and proofreading.

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Volume I

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THE UNIVERSITY OF TENNESSEE
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COLLEGE OF NURSING

March 13, 1980

Ms. Carla Kreppein
Administrative Associate
Educational Resources Information Center
Clearinghouse of Higher Education
The George Washington University
One Dupont Circle, Suite 630
Washington, D.C. 20036

Dear Ms. Kreppein:

Thank you for your letter of October 12, 1979 in which you acknowledged receipt of the abstract of the "Longitudinal Career Pattern Study of Graduates of The University of Tennessee College of Nursing 1954-1974."

Volume I of the report of this study has been completed and I am mailing two copies of it to you on this date. Work on the second and last volume of the report is nearing completion. I will send you two copies of Volume II as soon as the work is finished.

I am enclosing the signed reproduction release form for Volume I of the report. Please send me a second copy of the form to submit with Volume II.

I hope you will find it possible to include the report of this study in the ERIC data base.

Sincerely,

Grace Spice Wallace

Grace Spice Wallace
Associate Professor (Retired)

GSW:kps

Enclosure

RATE OF EMPLOYMENT IN MEMPHIS

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Chapter 1

INTRODUCTION

An early awareness of what has recently become an accepted obligation of educational programs, namely, accountability, led the investigators to conduct this study which is reported in two volumes. One means of assessing accountability in education is follow-up of the product.

STUDY PLAN

This longitudinal career pattern study of graduates of The University of Tennessee College of Nursing, (UTCN), 1954 through 1974, was begun in 1967.[1] Prior to that time, data were requested from individual Classes, on an irregular basis, using a different instrument each time. In 1967 it was decided to prepare an extensive questionnaire and to employ it, unchanged and consistently, for an indeterminate number of years. At its inception, the study was open-ended, no termination date being established in advance.

All those individuals who qualified for the degree of bachelor of science in nursing during the years 1954 through 1965 were sent a questionnaire, with an appropriate cover letter (see Appendix B) in 1967, and were asked to complete and return it. This questionnaire, hereinafter identified as Q One (see Appendix B), was mailed to the members of each subsequent Class of graduates, of the years 1966 through 1974, two years after the date of graduation. Q One was designed to elicit information concerning the background of the subject, employment and graduate study, personal history since graduation and professional and community activities and achievements.

In 1972 a second questionnaire, hereinafter identified as Q Two (see Appendix B), was developed and used to secure data concerning the five year period subsequent to the initial period covered by Q One. Q Two was designed to include all the topics covered in Q One with the exception of the background of the subjects.

It is obvious, as a result of this plan, that the interval of time that elapsed between graduation and the opportunity to answer the questionnaire was not uniform for all respondents. This interval, hereinafter identified as the graduation-response interval (G-RI) ranged from 2-13 years for Q One and from 7-18 years for Q Two. (See Chart A 1 Appendix A, Mailing Schedule For Q One and Q Two.)

---

[1] Ruth Neil Murry, Dean of The University of Tennessee College of Nursing, conceived the idea of the longitudinal career-pattern study of graduates of the College of Nursing and assigned responsibility for developing and conducting it to her assistant, Grace Spice Wallace. W. Theodore May, Ph.D., Professor, Clinical Psychology, The University of Tennessee Center for the Health Sciences assisted with the development of the design and the instruments, the evaluation of the resultant data and the writing of the report.

A supplement to Q One, hereinafter identified as Q One Supp. (see Appendix B) was developed and used with Q One for graduates in the Classes of 1960 through 1974. The supplement was designed to elicit information about how graduates felt the educational objectives of the program of the College had been achieved in their own experiences. The statement of educational objectives, on which Q One Supp. was based, was published in the UTCN Catalogue in 1960. Q One Supp. was used unchanged thoughout the study, regardless of the modifications in published statements of educational objectives for the program, in the years 1960 through 1974.

The collection of data ended in June, 1976 with the information supplied on Q One by graduates of the Class of 1974 and information supplied on Q Two by graduates of the Class of 1969.

CURRICULUM DESIGNS AND THE STUDY

In order to understand the findings, one must have at least a cursory knowledge of the program and curriculum of The University of Tennessee College of Nursing during the period 1950-1974. The graduates who constitute the target population for the study were enrolled in UTCN during these 25 years. The four year collegiate program, leading to the degree of Bachelor of Science in Nursing was instituted in the Fall of 1950 and the first Class graduated in 1954.

The degree of bachelor of science in nursing at UTCN has been granted in the years 1954 through 1974, inclusive, to graduates of three programs that can be characterized as generic baccalaureate programs and one program called the Registered Nurse Program. The latter admitted only those persons who were already qualified for licensure as registered nurses on the basis of graduation from a hospital diploma school of nursing or a college associate degree program in nursing.

Graduates of the College of Nursing who have qualified for the degree of bachelor of science in nursing in the years 1954 through 1974 inclusive can be classified as graduates of either the Registered Nurse Program or the Generic Program. Graduates of the Registered Nurse Program were those who had qualified as registered nurses before admission to the baccalaureate curriculum in the College of Nursing. The target population for the study included 118 graduates of the Registered Nurse Program. They were classified as belonging to one of three groups on the basis of the nursing education they had completed prior to being admitted to the UTCN baccalaureate program. These three groups were designated as follows: RN 1 = UT certificate graduates, RN 2 = Non UT diploma graduates, RN 3 = associate degree graduates.

RN 1: UT certificate graduates.

In the years between 1926 and 1954 the University of Tennessee School of Nursing conducted a three year course that qualified high school graduates for a certificate of graduation and admitted them to examination for licensure as registered nurses. Twelve (12) persons who qualified in this manner as registered nurses, later qualified in the baccalaureate program for the degree of bachelor of science in nursing and they are included in the target population.

RN 2: Non UT diploma graduates.

Registered nurses who had graduated from hospital operated schools of nursing were admitted to the baccalaureate program. Some have graduated in each year covered by the study with the exception of the year 1967. A total of ninety-nine (99) graduates in this category are included in the target population.

RN 3: Associate degree graduates.

Beginning in 1971 graduates of associate degree college programs in nursing have been admitted to the baccalaureate program and six (6) of them are included in the target population.

Graduates of the Generic Program were those who had not qualified as registered nurses prior to admission to the baccalaureate curriculum. These graduates are identified on the basis of the curriculum in effect at UTCN at the time of their attendance as follows:

Generic 1: Graduates who had attended college prior to being admitted to study in the School of Nursing prior to 1950 and who qualified for the degree of bachelor of science in nursing upon completion of the three year certificate program in nursing in the years 1954 through 1960 inclusive. Forty-five (45) of these graduates are included in the target population. This program was called the "Old Five Year Program."

Generic 2: Graduates who were admitted to the baccalaureate curriculum on the basis of a high school diploma only, when the curriculum was offered initially in 1950. This program was offered continuosuly from 1950 to 1961. It was four calendar years (16 quarters) in length. It was called the "Four Year Program." One hundred and sixty-eight (168) graduates of this program are included in the target population.

Generic 3: Graduates who were admitted to the baccalaureate curriculum on the basis of having completed required pre-nursing college courses beginning with admissions in 1959. This is the program that has replaced both Generic 1 and 2 and has been offered continuously, with some admission requirement modifications, since 1959. Four hundred and one (401) of these graduates are included in the target population.

In those instances where responses to the questionnaires used in the study are considered on some basis other than the total number of responses or the year of graduation the subjects were treated as belonging to one or other of two main groups, namely: graduates of the registered nurse program and graduates of the generic program.

The one hundred and eighteen (118) graduates who followed the Registered Nurse Program constituted 16.1 percent and the six hundred and fourteen (614) graduates who followed the Generic Program constituted 83.9 percent of the seven hundred and thirty-two (732) graduates in the target population of the study.

CHARACTERISTICS OF THE TARGET POPULATION

The total number of graduates holding the degree of bachelor of science in nursing, from 1954 to 1974, inclusive, was 732 individuals. Of this number, two were men, both white, ten were black women and the remaining persons were white women. Two graduates died before the study was begun and three others died subsequent to responding to Q One.

CHARACTERISTICS OF PARTICIPANTS

Q One Respondents

The number of graduates who participated by responding to Q One was 533 persons, 72.8% of the target population. These participants included one man and six black women.

Q Two Respondents

There were 377 persons who responded to Q One from among the 497 graduates from 1954 through 1969, which was a response rate of 75.8%. This was the group of persons who were also asked to respond to Q Two. Of them 249, or 66%, did respond to Q Two. These participants included one black woman. This group of 249 persons, who were eligible to and did answer both questionnaires in the study, constituted 50.1% of the 497 persons who graduated from 1954 to 1969, inclusive.

The participants from the years 1970 to 1974, inclusive, numbering 156 persons, were not eligible to answer Q Two prior to the time data collection ended in 1976 since the study design called for a five year interval between responses to Q One and Q Two.

The number of graduates in the target population, the number and percent of respondents to Q One and Q Two, by Program and by Class, are presented in Table A 1. (Appendix A)

The number of graduates in each Class, the percent of the total 732 graduates represented by each Class, the number of graduates who responded to Q One, the percent of each Class that responded and the precent of the total 533 respondents (Q One) represented by each Class, are presented in Introduction Table I 1.

Table I 1. Response Rates of UTCN Graduates to Q One, by Class

Class	Year Answered In	Grad-Resp. Interval	Number of Graduates	Percent of Total UTCN Graduates	Number of Respondents	Percent of Class	Percent Of Total Respondents
1954	1967	13	32	4.4	23	71.8	4.3
1955		12	28	3.8	20	71.4	3.8
1956		11	45	6.1	33	73.3	6.2
1957		10	38	5.2	27	71.1	5.1
1958		9	45	6.1	35	77.7	6.6
1959		8	24	3.3	20	83.3	3.8
1960		7	25	3.4	20	80.0	3.8
1961		6	27	3.7	21	77.7	3.9
1962		5	26	3.6	22	84.6	4.1
1963		4	10	1.4	7	70.0	1.3
1964		3	23	3.1	20	86.9	3.8
1965	1967	2	26	3.6	20	76.9	3.8
1966	1968		33	4.5	28	84.8	5.3
1967	1969		22	3.0	12	54.5	2.3
1968	1970		48	6.6	37	77.0	6.9
1969	1971		45	6.1	32	71.1	6.0
1970	1972		48	6.6	37	77.0	6.9
1971	1973		44	6.0	32	72.7	6.0
1972	1974		38	5.2	22	57.9	4.1
1973	1975		48	6.6	24	50.0	4.5
1974	1976	2	57	7.8	41	71.9	7.7
Total			732	100.1	533	Av. 72.8	100.2

The findings presented in Introduction Tables A 1 and #1 indicated that

the percent of respondents per Class consistently coincided with the percent of graduates per Class for Q One and Q Two; there were only 3 classes for which this consistency was reduced, for Q One the Classes of 1972 and 1973 and for Q One and Q Two, the Class of 1967.

The average response rate, by Class, of 72.8% for Q One was considered to be good.

COMPARISONS WITH SIMILAR STUDIES

Data for comparisons with studies similar to this one are available from at least two sources:

Donaldson, Mary Louise and Hereford, Julia J. A Study of School of Nursing Graduates 1930-1963 Vanderbilt University School of Nursing. Nashville 1965;

Knopf, Lucille. From Student to RN, A Report of the National League for Nursing Nurse Career Pattern Study. DHEW Publication Number (NIH) 72-130, 1972.

Knopf, Lucille. RN's One and Five Years After Graduation, A Report of the National League for Nursing Nurse Career Pattern Study. Publication Number 19-1535.

On questionnaire content for which data in these two studies were available and applicable, comparisons were introduced appropriately in this report. If no comparison was made with these other studies on any topic, it can be assumed that the subject matter was not included in the other study(ies) or that the data that were published could not be used for a meaningful and/or valid comparison.

A comparison of the response rate for the UTCN and Vanderbilt[1] studies was made. The Vanderbilt study conducted in 1963 involved 1039 graduates in classes that graduated from 1930 to 1963 inclusive. A response rate of 73% was reported-almost identical with the rate for this study.

The National League for Nursing is currently conducting a Nurse Career Pattern Study involving a target population that includes persons who entered upon the study of nursing in the United States in 1962, 1965 and 1967. Among the reports that have been published by the NLN on this study, one, entitled " RN's One and Five Years After Graduation", published in 1975, includes response rates that could be compared with those of the UTCN study. In the UTCN study the initial questioning, by means of Q One, took place anywhere from 2 to 13 years after graduation. In the NLN study it took place one year after graduation. In the UTCN study, the second data collection, using Q Two, took place anywhere from 7 to 18 years after graduation. In the NLN study it took place 5 years after graduation.

To minimize the influence of this difference in time interval, one group of graduates was selected from each study for comparison of the response rate. A group of 151 UTCN graduates consisting of all, and only, the generic program graduates in the Classes of 1965 through 1969 was selected because no registered nurse progam graduates were in the NLN study and because they answered Q One two years after graduation and Q Two seven years after graduation.

The group selected from the NLN study[2] was the Region 111 (Southern) baccalaureate program group

The findings of this comparison are presented in Table I 2.

---

[1] Donaldson, M.L. Table 1 p 8

[2] Knopf, Lucille. RN's One and Five Years After Graduation. Tables A-3, A-4, p 78, p 79

Table I 2. Rates of Return For First and Second Questionnaires In UTCN and NLN Career Pattern Studies

	First Questionnaire				Second Questionnaire			
	Number Sent		Number Returned		Number Sent		Number Returned	
Study	N	%	N	%	N	%	N	%
*UTCN	151	100	111	73.5	111	100	80	72.1
**NLN	408	100	389	95.3	426	100	380	89.2

*Intervals between graduation and questionnaires were 2 years and 7 years
**Intervals between graduation and questionnaires were 1 year and 5 years

The high response rate in the studies cited is due, in part, to the fact that the target population in each case is a selected group as compared to the general population.

The relatively high response rate achieved in the UTCN study in particular, was due largely to two additional factors. Of major importance was the cooperation of the staff of the Alumni Office of the University that provided current addresses of graduates of the College of Nursing; secondly,the investigators used various follow-up methods to contact graduates, including requests to family members and Class members for information about addresses. Repeat mailings were made when up-dated addresses were available.

The unusually high response rate in the NLN study compared to the other two studies could have been associated with the fact that the first NLN questionnaire was mailed just one year after graduation, whereas the target population of the UTCN study consisted of a group (approximately 60%) who were two years out of school and a group (approximately 40%) who were three to thirteen years out of school at the time they were asked to respond to Q One. The target population of the Vanderbilt study was divided approximately equally between graduates who had been out of school fourteen years and more and those who had been out of school thirteen years and less[1], which makes the response rate for that study even more impressive.

---

[1] Donaldson,M.L. Table 2,p 8

COMPOSITION OF THE TARGET POPULATION BY PROGRAM

The distribution of the 732 individuals in the target population between the Generic Program Graduates and the Registered Nurse Program Graduates and the three sub-groups of each is presented in Table I 3.

Table I 3. Distribution of Target Population, By Program

*Generic Program Graduates	N	%	*Registered Nurse Program Graduates	N	%
Generic 1	45	6.1	Registered Nurse 1	12	1.6
Generic 2	168	23.0	Registered Nurse 2	99	13.5
Generic 3	401	54.8	Registered Nurse 3	7	1.0
Total	614	83.9		118	16.1

*See page 2

A further breakdown of the target population by program and by Class is presented in Table I 4.

Table I 4. Target Population Q One, By Program and By Class

		Registered Nurse Program						Generic Program					
		Reg. Nurse 1		Reg. Nurse 2		Reg. Nurse 3		Generic 1		Generic 2		Generic 3	
Class	N	N	%	N	%	N	%	N	%	N	%	N	%
1954	32	2	6.3	7	21.9	0	0.0	13	40.6	10	31.3	0	0.0
1955	28	2	7.1	4	14.3	0	0.0	12	42.9	10	35.7	0	0.0
1956	45	0	0.0	4	8.9	0	0.0	9	20.0	32	71.1	0	0.0
1957	38	1	2.6	12	31.9	0	0.0	3	7.9	22	57.9	0	0.0
1958	45	2	4.4	9	20.0	0	0.0	4	8.9	30	66.7	0	0.0
1959	24	2	8.3	2	8.3	0	0.0	2	8.3	18	75.0	0	0.0
1960	25	0	0.0	3	12.0	0	0.0	2	8.0	20	80.0	0	0.0
1961	27	2	7.4	2	7.4	0	0.0	0	0.0	23	85.2	0	0.0
1962	26	0	0.0	4	15.4	0	0.0	0	0.0	2	7.7	20	76.9
1963	10	0	0.0	2	20.0	0	0.0	0	0.0	1	10.0	7	70.0
1964	23	1	4.3	5	21.7	0	0.0	0	0.0	0	0.0	17	73.9
1965	26	0	0.0	5	19.2	0	0.0	0	0.0	0	0.0	21	80.9
1966	33	0	0.0	8	24.2	0	0.0	0	0.0	0	0.0	25	75.8
1967	22	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	22	100.0
1968	48	0	0.0	4	8.3	0	0.0	0	0.0	0	0.0	44	91.7
1969	45	0	0.0	6	13.3	0	0.0	0	0.0	0	0.0	39	86.7
1970	48	0	0.0	1	2.1	0	0.0	0	0.0	0	0.0	47	97.9
1971	44	0	0.0	8	18.2	0	0.0	0	0.0	0	0.0	36	81.8
1972	38	0	0.0	5	13.2	0	0.0	0	0.0	0	0.0	33	86.8
1973	48	0	0.0	4	8.3	1	2.1	0	0.0	0	0.0	43	89.6
1974	57	0	0.0	4	7.0	6	10.5	0	0.0	0	0.0	47	82.5
Total	732	12	1.6	99	13.5	7	1.0	45	6.1	168	22.9	401	54.8

COMPOSITION OF RESPONDENT POPULATION BY PROGRAM

The distribution of the 533 individuals who responded to Q One between the Generic Program Graduates and the Registered Nurse Program Graduates and the three sub-groups of each program is presented in Table I 5.

Table I 5. Distribution of Respondent Population, By Program

Generic Program Respondents	N	%	Registered Nurse Program Respondents	N	%
Generic 1	41	7.7	Registered Nurse 1	10	1.9
Generic 2	132	24.8	Registered Nurse 2	61	11.4
Generic 3	284	53.3	Registered Nurse 3	5	0.9
Total	457	85.8		76	14.2

Examination of Table I 3, distribution of graduates in the target population and Table I 5, distribution of respondents,indicated that the respondent population adequately represented the target population in terms of both generic and registered nurse programs and the three subgroups in each progam group.

A further breakdown of the respondent population for Q One, by program and by Class, is presented in Table I 6.

Table I 6. Respondent Population Q One, By Program and By Class

Class	Respondents N	Registered Nurse Program						Generic Program					
		Reg. Nurse 1		Reg. Nurse 2		Reg. Nurse 3		Generic 1		Generic 2		Generic 3	
		N	%	N	%	N	%	N	%	N	%	N	%
1954	23	1	4.3	2	8.7	0	0.0	13	56.5	7	[illegible]4	0	0.0
1955	20	2	10.0	1	5.0	0	0.0	9	45.0	8	[illegible]	0	0.0
1956	33	0	0.0	1	3.0	0	0.0	8	24.2	24	72.[illegible]	0	0.0
1957	27	1	3.7	3	11.1	0	0.0	3	11.1	20	74.1	0	0.0
1958	35	1	2.9	7	20.0	0	0.0	4	11.4	23	65.7	0	0.0
1959	20	2	10.0	1	5.0	0	0.0	2	10.0	15	75.0	0	0.0
1960	20	0	0.0	2	10.0	0	0.0	2	10.0	16	80.0	0	0.0
1961	21	2	9.5	2	9.5	0	0.0	0	0.0	17	81.0	0	0.0
1962	22	0	0.0	1	4.5	0	0.0	0	0.0	1	4.5	20	91.0
1963	7	0	0.0	1	14.3	0	0.0	0	0.0	1	14.3	5	71.4
1964	20	1	5.0	4	20.0	0	0.0	0	0.0	0	0.0	15	75.0
1965	20	0	0.0	4	20.0	0	0.0	0	0.0	0	0.0	16	80.0
1966	28	0	0.0	6	21.4	0	0.0	0	0.0	0	0.0	22	78.6
1967	12	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	12	100.0
1968	37	0	0.0	3	8.1	0	0.0	0	0.0	0	0.0	34	91.9
1969	32	0	0.0	5	15.6	0	0.0	0	0.0	0	0.0	27	84.3
1970	37	0	0.0	1	2.7	0	0.0	0	0.0	0	0.0	36	97.3
1971	32	0	0.0	8	25.0	0	0.0	0	0.0	0	0.0	24	75.0
1972	22	0	0.0	3	13.6	0	0.0	0	0.0	0	0.0	19	86.4
1973	24	0	0.0	2	8.3	1	4.2	0	0.0	0	0.0	21	87.5
1974	41	0	0.0	4	9.7	4	9.7	0	0.0	0	0.0	33	80.5
Total	533	10	1.9	61	11.4	5	0.9	41	7.7	132	24.8	284	53.3

A comparison was made of the number and percent of graduates and respondents to Q One by the Registered Nurse Program and the Generic Program groups. These findings are presented in Table I 7.

Table I 7. Percent of Generic and Registered Nurse Program Graduates Who Responded to Q One, By Sub-Group

	Generic Program				Registered Nurse Program		
	Graduates N	Graduates Responding N	Graduates Responding %		Graduates N	Graduates Responding N	Graduates Responding %
Generic 1	45	41	91.1	Reg. Nurse 1	12	10	83.3
Generic 2	168	132	78.6	Reg. Nurse 2	99	61	61.6
Generic 3	401	384	70.8	Reg. Nurse 3	7	5	71.4
Total	614	457	74.4		118	76	64.4

SUMMARY

Some of the major findings presented in Volume 1 are summarized below.

From a demographic viewpoint, both questionnaires yielded findings to the effect that the East South Central region of the United States, (Alabama, Kentucky, Mississippi and Tennessee) lost from this nursepower pool as the proportion of respondents who were employed there was less than the proportion of respondents who had lived most of their lives in the region before college enrollment. The regions which gained were the South Atlantic, the Mountain and the Pacific Coast. Respondents who stayed in the East South Central region, in full and part-time employment in nursing, however, had approximately the same rate of employment as did the total population.

Findings concerning formal post-baccalaureate education indicated that 16.7% of respondents had earned the master's degree; 64% of these degrees included a major in nursing and 23% had a major in education. Two of these respondents had also earned doctorates.

Sixty-six percent of the potential professional activity time available to respondents reporting on the first questionnaire, was spent in nursing related activities, including full and part-time employment and full and part-time study. This proportion dropped to 56% for respondents on the second questionnaire. The period during which activity in nursing dropped most sharply, from the 80% range to the 60% range, was from the fourth to the sixth year after graduation.

No evidence was found of a period during which it could be demonstrated that respondents were returning to nursing activity after leaving it.

The employer of choice for respondents reporting on the first two years out of school was the hospital; however, as the time out of school lengthened, respondents moved from hospitals to schools of nursing and public health agencies as employers.

In the first sampling, the clinical fields of medical, surgical and general nursing accounted for the practice of approximately 50% of the respondents; nursing of children and public health nursing accounted in equal proportions for another 20% of respondents; maternity nursing and psychiatric nursing accounted in equal proportions for another 15% of respondents; all "other" clinical practice fields accounted for 15% of the respondents. With increasing numbers of years since graduation the movement was out of medical, surgical and general nursing and nursing of children into maternity nursing and "other" clinical fields of nursing while practice in public health and psychiatric nursing remained unaffected by the number of years since graduation.

Positions in nursing service accounted for a little over 70% of respondents in the first sampling but only 56% in the second sampling; those who left nursing service positions increased the proportion in nursing education positions from 20% to 30% and in "other" types of positions from 8% to 14%.

The general impression left with the writers, as a result of considering these findings, was that hospitals could reasonably count on UTCN graduates as staff nurses in the traditional medical, surgical, general and pediatric fields of care for four years out of the employee's work span. For the remaining years of the work span of the respondents who stayed in nursing employment, hospitals could count on a small number remaining in the traditional clinical fields and the traditional positions in the nursing service hierarchy. Hospitals could also count on a small number remaining in their employ but moving into more specialized fields of practice and into positions with more specific functionally and clinically oriented titles, i.e., the "other" category for both clinical fields and positions. There was little evidence of respondents moving up in the administrative hierarchy in nursing service positions.

A second general impression was that schools of nursing and public health services could count on getting their share of UTCN graduates from among those who continued to be employed past the fourth year break point, with the majority being employed as instructors in schools and as staff nurses in public health agencies. The number moving up the administrative hierarchy in these two types of organizations was small. No attempt was made to identify the clinical field that instructors reported they were practicing.

With regard to mobility in employment it was found that 60% of respondents stayed in their first positions for no more than one year and that this percentage remained relatively constant for the period of this study. Continuing mobility in employment was demonstrated by the fact that 40% of respondents seven years after graduation and 30%, eight to eighteen years after, had been in the positions they were holding when they responded, for only one year or less.

On topics related to income derived from nursing employment, approximately 50% of the respondents of the first sample stated that their employment was essential for financial reasons. The proportion giving this answer two years out of school was close to this overall rate whereas the proportion giving this answer three to six years out of school was markedly higher and for those answering seven to eighteen years out it was markedly lower than the overall rate.

Information concerning yearly income earned in full-time nursing positions was drawn from data collected from 1967 to 1976, inclusive. The estimated mean annual income for graduates in the Class of 1965 as reported in 1967 was $6,031. There was an increase to an estimated mean annual income of $11,225 for graduates in the Class of 1974, reporting in 1976. Over this ten year period there was an average annual inflation rate of approximately 7%. In order to compensate for inflation alone, the $6,031 income in 1967 should have increased to $11,038 by 1976. Thus, for graduates two years out of school, the "real" income increment over the ten year period was estimated to be only $142. A dramatic increase in income levels was reported in the period from 1972 to 1974 but it was obviously an inflation "catch-up" factor rather than a "real" increase in income.

Graduates reporting from 1972 to 1976 after seven years in the practice of nursing were earning incomes equal to those earned by graduates with 14 to 18 years of experience and only slightly less than those earned by graduates with 8-12 years of experience. The estimated mean annual income for graduates in the Classes 1954-1965 reporting in 1972 was $11,934 while it was $11,947 for graduates in the Classes 1966-1969 reporting in 1973 to 1976. This finding suggested that graduates received no increases in salaries associated with merit, responsibilities or even longevity.

Only 12.5% of graduates reported that further education was required in terms of employment for their current positions in nursing and this percentage increased only slightly with the increase in the number of years since graduation. The type of further education required was influenced to some degree by the difference in the graduation-response interval (elapsed time between graduation and response to the questionnaire); in-service programs and graduate study on the master's level were mentioned more frequently by graduates two years out of school while short term courses and institutes, the general area of additional education in professional nursing and graduate study on the doctoral level were mentioned more frequently by those 3-13 years out of school.

The reason given most frequently and rated as most important for not being active in nursing was, "I felt I must be home with my family." The next three reasons in descending order of frequency and rating were also related to home and family responsibilities, namely, "hourly schedule in nursing practice is not suitable to allow me to return to nursing," "household help for child care is not readily available so I can leave home," "financial gain in nursing is not enough to afford adequate household help for child care to warrant my return to nursing." Other reasons that were included among the options, covering personal or family illness, hesitancy to return because of a long period out of nursing, loss of interest in nursing, received relatively little attention from the respondents.

Of all those who were not active in nursing 28% said they planned to return to nursing in the next five years. This response was made much more frequently, however, by inactive graduates answering two years out of school than by those who were inactive at a point from 3-13 years out of school.

Of the group of inactive graduates who said they planned to return to nursing within five years, 40% said they felt they would need addtional education to be employable in nursing. However, only 18% of them stated that they had definite plans to get that education within two years. Among those with definite plans, 36% stated that they planned to follow a program of graduate study on the master's level and an equal percentage stated they planned to study in short courses and institutes.

Given the opportunity to express feelings about the degree to which the educational objectives of the College had been achieved in their undergraduate experiences, respondents returned a generally favorable evaluation. They were better satisfied with their preparation to plan and evaluate nursing care than to give it; to give it in the home and the community than in the hospital; to practice preventive and curative nursing than rehabilitative nursing. They were equally well satisfied with their preparation to do scientific thinking as a basis for decision-making; to develop attitudes to serve as a basis for professional and personal growth; to proceed in the next level of academic preparation in nursing. They were least of all satisfied with their preparation to direct others in giving nursing care.

Respondents' suggestions for changes and improvements in the program fell into four groups on the basis of the degree of importance attributed to the suggestions. All the suggestions in any one group ranked relatively equal in importance. The groups, in descending order of importance were

more application of nursing principles in the clinical setting and more exposure to professional nursing in the clinical setting;
improved teaching methods in the classroom and the clinical area;
improved student-faculty relations and improved evaluation of student performance in the clinical area;
improved relations with other colleges in the University, a greater variety of clinical experiences and more nursing electives.

When responses from graduates of the registered nurse program were compared with those from graduates of the generic program, differences were found to exist. Registered nurse program respondents came to the College from a slightly more diverse geographic background than did the generic program respondents and the East South Central region retained a greater proportion of them in employment in nursing after graduation; they reported a higher proportion of master's degrees earned in a shorter period of time after graduation; they reported a higher proportion (83.5%) of their potential time spent in nursing related activities and a higher proportion of them chose schools of nursing as employers; they remained longer in the first positions they held after graduating with the baccalaureate degree; in the first sampling a greater proportion of them were in positions for which further education was required by the terms of employment; the fact that this proportion decreased in the second sampling was consistent with the finding that more of them had earned the master's degree by seven years out of school and were under less pressure to secure further education.

A comparison of income earned by respondents in the two program groups was not meaningful since the work history of the registered nurse program respondent usually began before enrollment in the baccalaureate program and distorted the income information reported subsequent to earning the baccalaureate degree.

The small number of registered nurse program respondents who were not active in nursing on each sampling distorted comparisons of findings regarding reasons for inactivity and plans to return to nursing.

In expressing their feelings about the degree to which the educational objectives of the College had been achieved in their experiences in the baccalaureate program, the ratings of the registered nurse program respondents were more favorable than those of the generic program respondents regarding their preparation to give professional nursing care in the community and to practice preventive nursing; their ratings were less favorable regarding their preparation to plan and to evaluate nursing care, to give professional nursing care in the hospital, to do scientific thinking as a basis for making wise decisions and to progress to the next higher level of academic preparation in nursing; their ratings were relatively the same as those of the generic program respondents in regard to their preparation to give professional nursing care, to give it in the home, to practice curative and rehabilitative nursing and to develop attitudes to serve as the basis for professional and personal growth. Registered nurse program respondents laid more stress than did the generic program respondents on the need for changes in the program that would provide for more electives in both nursing and academic courses and on improvement of teaching methods in the classroom.

Responses from a modal group of generic program respondents who were continuosuly active in nursing throughout the period of the study were compared with responses from a control group of their classmates who were less active. This comparison indicated that the members of the modal group identified "the South" as the region from which they came to enroll at UTCN, the region in which they maintained their principal residences after graduation and the region in which they were employed to a greater degree and more recently than was the case with the members of the control group; the proportion of them who spent less than one year in their first positons was half what it was for the control group and the proportion that held first positions as head nurses and instructors was greater than it was for the control group.

The respondents in these two groups also displayed markedly different patterns of activity in nursing verging on an "all or none" phenomenon; two years out of school the control group had an activity rate 9.3% lower that the modal group, seven years out of school the difference was 52% and eight to eighteen years out of school it was 72.7% lower; nothing like the fourth year break in activity in nursing that was identified in the total population was found in the modal group but it was present in the control group; while the modal group respondents showed a slight increase in the rate of activity in nursing in the second sampling, the control group showed a significant decline; the proportion of the control group that was active in nursing at the time of the second sampling was so small, that no valid comparisons could be made between modal and control group responses on such topics as employers, clinical fields of practice, positions held and income derived from employment.

On the first sampling, modal group respondents favored employment in hospitals and schools of nursing while the control group respondents who were employed favored public health agencies and the "other" category of employers; in the interval between sampling, modal group members moved out of hospitals and hospital schools of nursing and into employment in associate degree and baccalaureate programs and public health agencies.

On the first sampling, modal group respondents favored nursing of children and the "other" category of clinical fields while the control group respondents favored medical, surgical, general and public health nursing; in the interval between sampling, the proportion of modal group respondents practicing in medical, surgical, general, psychiatric and public health nursing remained fairly constant, the proportion practicing maternity nursing and nursing of children decreased and the proportion in the "other" clinical fields increased.

On the first sampling, the modal group respondents reported a higher proportion of positions in nursing education and the "other" category of positions including consultants and clinical specialists than did the control group respondents who reported the highest proportion in nursing service related positions. In the interval between sampling, modal group respondents moved out of staff and head nurse positions into positions as instructors and clinical specialists while the proportions in supervisory and administrative positions in nursing education remained unchanged.

Findings related to income indicated that, even at only two years out of school, there was an appreciably greater need for the income derived from employment expressed by modal group respondents than by control group respondents; however, there was no difference in annual incomes from full-time nursing for the two groups when they answered the first questionnaire; the small number of control group respondents who reported full-time income in the second sampling rendered comparison invalid.

In expressing their feelings about how well the educational objectives of the College were achieved by their experiences, the modal group respondents were slightly less favorable than the control group respondents and the respondents in both groups who were two years out of school were less favorable than those who were three to thirteen years out of school.

The value of this and the subsequent volume of the report will depend largely on the degree to which the findings are utilized as a base line for identifying trends and as a source of data on the various aspects of graduates' performance that can be investigated for significance of relationships among themselves and relationships between graduates' performance and policies and programs of the College.

The writers recommend that the findings be considered for their possible bearing on the policies of recruitment and selection of students, on the retention of graduates in employment in nursing beyond the fourth year of practice and on educational goals and program designs in response to the evolving mission of the College of Nursing.

GEOGRAPHIC REGION OF ORIGIN OF PARTICIPANTS

Information on the subject of region of origin of participants was requested in *Question 1 Q One:

"Where did you live for most of your life before entering The University of Tennessee nursing program? (Circle one region and underline the state.)"

There were 526 usable **responses and they are presented in descending order of frequency in Table Q 1 #1.

Table Q 1 #1. Percent of Responses For Region of Origin of Respondents

	Responses	
Region of Origin	N	%
East South Central Alabama, Kentucky, Mississippi, Tennessee	418	79.5
West South Central Arkansas, Louisiana, Oklahoma, Texas	36	6.8
South Atlantic Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia	23	4.4
East North Central Illinois, Indiana, Michigan, Ohio, Wisconsin	15	2.8
West North Central Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota	15	2.8
Middle Atlantic New Jersey, New York, Pennsylvania	9	1.7
Foreign Country	8	1.5
Pacific Alaska, California, Hawaii, Oregon, Washington	2	0.4
New England Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont	0	0.0
Mountain Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming	0	0.0
Total	526	99.9

*In this report the questions are not necessarily considered in the sequence in which they appeared in the questionnaires but rather, in such a way, as to present the data most logically and coherently.

**The fact that 533 copies of Q One were returned does not mean that there are 533 responses recorded for every item in the reporting. Not every respondent answered every question; some questions asked for more than one response; some questions were applicable to only a segment of the population. Thus, the total number of responses that forms the basis for statistical consideration on any one question is identified as the number of usable responses.

Respondents who indicated coming from a foreign country were asked to specify the country. The following countries were specified by the eight respondents:

2 had lived in Hong Kong
1 had lived in each of the following,
  Great Britain
  Canada
  Peru
  Singapore
  United States Army posts in Europe and Japan
  Zambia (North Rhodesia)

The findings in Table Q 1 #1 indicated that

the three contiguous regions, East South Central, West South Central and South Atlantic accounted for the home state from which 477, or 90.7%, of all respondents came;

UTCN has met its obligation, as a state and regional institution, to provide education for its constituents.

A comparison was made between the geographic regions from which participants came to attend UTCN and Vanderbilt[1] University School of Nursing. This analysis is limited to participants who graduated from the Generic Program at UTCN and the four and five year Baccalaureate Program at Vanderbilt to provide comparable program groups. The responses for the nine options within the U.S.A. are grouped into four large subdivisions, as follows:

South: South Atlantic, East South Central, West South Central
Mid-West: East North Central and West North Central
North East: New England and Mid-Atlantic
Pacific and Mountain: Pacific and Mountain

Responses for foreign countries, which represented approximately 1% in each study are omitted.

The findings of this comparison are presented in Table Q 1 #2.

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[1] Donaldson, M.L., p 11

Table Q 1 #2. Percent of Respondents From Four Regions of Residence In UTCN and Vanderbilt Studies

Region of Residence Prior To Enrollment	UTCN Generic Program Respondents *N	UTCN Generic Program Respondents %	Vanderbilt 4 and 5 Year Baccalaureate Program Respondents **N	Vanderbilt 4 and 5 Year Baccalaureate Program Respondents %
South	416	93.7	364	77.7
Midwest	21	4.7	71	15.2
Northeast	6	1.4	23	4.9
Pacific and Mountain	1	0.2	10	2.1
Total	444	100.0	468	99.9

*Number derived from Table Q 1 #5
**Number and percent derived from Table 4 p 11. Ibid.

The comparison presented in Table Q 1 #2 indicated that

> *almost four times as many Vanderbilt respondents as UTCN respondents came from regions distant to the locations of the schools.*

The writers identified the difference in the cost of attending Vanderbilt, a private institution, and UTCN, a state supported institution, as a factor that influenced this finding. A comparison of socio-economic family backgrounds derived from information on occupations and education of parents is presented in Volume 2 of this report and substantiates this contention.

In the UTCN study the percent of responses for the East South Central Region as region of resident prior to enrollment, by Class, is presented in Table Q 1 #3.

Table Q 1 #3. Percent of Response for East South Central Region as Region of Origin, By Class

Class	Q One Responses N	East South Central Region Responses N	Responses %
1954	23	21	91.3
1955	20	18	90.0
1956	32	22	66.7
1957	27	22	81.5
1958	34	28	80.0
1959	20	14	70.0
1960	20	17	85.0
1961	21	16	76.2
1962	22	18	81.8
1963	7	5	71.4
1964	20	17	85.0
1965	20	13	65.0
1966	27	20	74.1
1967	12	11	91.7
1968	37	34	91.9
1969	31	25	80.6
1970	36	29	80.6
1971	31	23	71.9
1972	22	15	68.2
1973	24	19	79.0
1974	40	31	77.5
Total	526	418	Average 79.5

The percent of responses recorded for the three contiguous regions that constitute "the South," East South Central, West South Central and South Atlantic, as regions of residence prior to enrollment, by Class, is presented in Table Q 1 #4.

Table Q 1 #4. Percent of Responses For the Regions Included In "The South" As Regions of Origin, By Class

Class	Q One Responses N	East South Central Region Responses N	Responses %
1954	23	22	95.7
1955	20	19	95.0
1956	32	28	87.5
1957	27	24	88.9
1958	34	31	91.2
1959	20	18	90.0
1960	20	19	95.0
1961	21	18	85.7
1962	22	20	90.9
1963	7	5	71.4
1964	20	19	95.0
1965	20	17	85.0
1966	27	24	88.9
1967	12	12	100.0
1968	37	37	100.0
1969	31	27	87.1
1970	36	34	94.4
1971	31	26	83.9
1972	22	20	90.9
1973	24	20	83.0
1974	40	36	90.0
Total	526	477	Average 90.7

A comparison was made of the number and percent of responses to the ten options in Question 1 Q One recorded by respondents who graduated from the Generic Program and the Registered Nurse Program. These findings are presented in Table Q 1 #5.

Table Q 1 #5. Percent of Responses for Region of Origin, By Respondents' UTCN Program

Region of Residence Prior To Enrollment	Total Population Responses N	%	Generic Program Responses N	%	Registered Nurse Program Responses N	%
New England	0	0.0	0	0.0	0	0.0
Middle Atlantic	9	1.7	6	1.3	3	4.0
South Atlantic	23	4.4	21	4.7	2	2.7
East South Central	417	79.3	364	80.7	53	70.7
West South Central	36	6.8	31	6.9	5	6.7
East North Central	15	2.8	12	2.7	3	4.0
West North Central	15	2.8	9	2.0	6	8.0
Mountain	0	0.0	0	0.0	0	0.0
Pacific	2	0.4	1	0.2	1	1.3
Foreign Country	9	1.7	7	1.6	2	2.7
Total	526	99.9	451	100.1	75	100.1

The findings in Tables Q 1 #3, #4 and #5 indicated that

the percent of respondents whose region of origin was the East South Central Region was consistently over 70% of each Class, with only these exceptions, the Classes of 1956, 1965 and 1972;

the percent of respondents whose region of origin was in the three contiguous regions constituting "The South" for the purposes of this study, was consistently over 82% of each Class with only one exception, the Class of 1963 for which the N of respondents was only seven;

respondents from the registered nurse program came to UTCN from a slightly more diverse geographic background than did the respondents from the generic program.

Chapter 2

POST-BACCALAUREATE EDUCATION

The subject of post-baccalaureate educational preparation was the first one addressed in this study of the graduates of The University of Tennessee College of Nursing 1954-1974. The information was requested in Question 10 on Q One and Question 14 on Q Two:

"Indicate the formal nursing preparation you have had since graduation from The University of Tennessee nursing programs for the first time. (Circle One)"

The 518 usable responses are presented in descending order of frequency in Table Q 10 #1.

Table Q 10 #1. Formal Nursing Preparation Since Graduation

Formal Nursing Preparation Since Graduation	N	%
None	403	77.8
Study Beyond Bachelor's Degree	68	13.1
Completion of Master's Degree	45	8.7
Study Beyond Master's Degree	2	0.4
Completion of Doctoral Degree	0	0.0
Total	518	100.0

A comparison was made of the responses to Question 10 recorded by respondents who graduated in 1964 and before, from 3 to 13 years before answering Q One and those respondents who graduated in 1965, and thereafter, 2 years before answering. The findings of this comparison are presented in Table Q 10 #2.

Table Q 10 #2. Formal Nursing Preparation by Decade Grouping of Classes

Formal Nursing Preparation	Classes 1954-1964		Classes 1965-1974	
Since Graduation	N	%	N	%
None	178	75.1	225	79.5
Study Beyond Bachelor's Degree	28	11.9	40	14.1
Completion of Master's Degree	27	11.5	18	6.4
Study Beyond Master's Degree	2	0.9	0	0.0
Completion of Doctoral Degree	0	0.0	0	0.0
Total	235	99.4	283	100.0

In relation to these findings it appeared reasonable that the shorter period of time since graduation could be a significant factor in the slightly larger proportion of the respondents in Classes 1965 through 1974 that have had no graduate study, the slightly larger proportion that have had some, but have not achieved the master's degree, and the smaller proportion that have actually qualified for the master's degree.

A comparison was made of the formal nursing preparation since graduation between the UTCN Study, the NLN Study[1] and the Vanderbilt Study[2]. The findings of this comparison are presented in Table Q 10 #3.

Table 10 #3. Formal Nursing Preparation After Graduation by UTCN, Vanderbilt and NLN Studies

Formal Nursing Preparation After Graduation	UTCN Generic *N=444		Vanderbilt 4 and 5 Year Baccalaureate N=474		NLN Baccalaureate N=1650	
	N	%	N	%	N	%
Study Beyond the Bachelor's Degree	50	11.3	No Data		93	5.6
Completion of the Master's Degree	25	5.6	41	8.6	146	8.8
Study Beyond the Master's Degree	2	0.5	10	2.1	12	0.7
Completion of Doctoral Degree	0	0.0	2	0.1	2	0.1
Total	77	-	53	-	253	-

*Derived from Table Q 10 #5

The data in Table Q 10 #3 were obtained at different time intervals after graduation in the three Studies. In the UTCN Study the interval ranged from 2 to 13 years; in the Vanderbilt Study it was from 1 to 26 years; in the NLN Study it was exactly 5 years. Also, it should be pointed out that more than half (54.7%) of the UTCN respondents considered in this table had graduated only two years prior to answering Q One.

An additional aspect to be considered in interpreting these findings, is that Vanderbilt University had provided graduate education in nursing since 1956[3], while The University of Tennessee College of Nursing admitted the first students to graduate study in nursing in 1972.

The findings in Table Q 10 #3 indicated that UTCN respondents showed a greater proportion that studied beyond the bachelor's degree in comparison to the NLN respondents but a smaller proportion that completed the master's degree in comparison to both the Vanderbilt and the NLN respondents.

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[1] Knopf, L. RN's One and Five Years After Graduation. Table 30 p. 32

[2] Donaldson, M.L. p. 43

[3] Donaldson, M.L. p. 3

The number and percent of responses for "study beyond the bachelor's degree" and "completion of the master's degree" by Class are presented in Table Q 10 #4.

Table Q 10 #4. Study Beyond Bachelor's Degree and Completion of Master's Degree, by Class

	Grad-Resp. Interval	Respondents	Beyond Bachelor's Degree		Completed Master's Degree	
Class	Years	N	N	%	N	%
1954	13	22	1	4.5	4	18.2
1955	12	17	3	17.6	0	0.0
1956	11	29	4	13.8	4	13.8
1957	10	27	4	14.8	3	11.1
1958	9	32	5	15.6	6	18.8
1959	8	19	2	10.5	1	5.3
1960	7	19	1	5.3	2	10.5
1961	6	20	4	20.0	1	5.0
1962	5	21	2	9.5	4	19.0
1963	4	7	0	0.0	0	0.0
1964	3	20	2	10.0	2	10.0
1965	2	20	3	15.0	0	0.0
1966		28	2	7.1	4	14.3
1967		12	0	0.0	0	0.0
1968		37	3	8.1	1	2.7
1969		32	0	0.0	3	9.4
1970		37	3	8.1	2	5.4
1971		31	5	16.1	5	16.1
1972		21	7	33.3	0	0.0
1973		24	4	16.7	0	0.0
1974	2	41	13	31.7	3	7.3
Total		*516	68	Av. 13.2	45	Av. 8.7

*The two respondents who reported doing study beyond the master's degree were members of the Classes of 1958 and 1959. They are not included in the 516 respondents considered in Table Q 10 #4.

The rate of responses for "study beyond the bachelor's degree" was relatively level until the last four Classes reported in 1973 through 1976, respectively. The increased rate for these four Classes may have been related to the fact that enrollment in the Graduate School of Nursing at The University of Tennessee College of Nursing was possible after 1972.

There appears to be no consistent pattern, from Class to Class, for the rate of responses for "completion of the master's degree."

A comparison was made of the number and percent of responses to the options concerning formal nursing preparation since graduation in Question 10, recorded by respondents who graduated from the Generic Program and the Registered Nurse Program. The findings of this comparison are presented in Table Q 10 #5.

Table Q 10 # 5. Formal Nursing Preparation Since Graduation by Respondents' UTCN Program

Formal Nursing Preparation Since Graduation	Total Population N	Total Population %	Generic Program N	Generic Program %	Registered Nurse Program N	Registered Nurse Program %
None	403	77.8	367	82.7	36	48.6
Study Beyond Bachelor's Degree	68	13.1	50	11.3	18	24.3
Completion of Master's Degree	45	8.7	25	5.6	20	27.0
Study Beyond Master's Degree	2	0.4	2	0.5	0	0.0
Completion of Doctoral Degree	0	0.0	0	0.0	0	0.0
Total	518	100.0	444	100.1	74	99.9

The significantly greater proportion of graduates of the registered nurse program that reported study beyond the bachelor's degree and completion of the master's degree suggested the inference that motivation toward advanced nursing preparation characterizes diploma graduates who enroll in baccalaureate programs to a greater degree than it does the generic students in baccalaureate programs. It is possible that the diploma graduate has the master's degree as a goal and considers the bachelor's degree as a necessary stepping stone to it, whereas the generic student needs the experience of employment following graduation to identify the goal represented by the master's degree.

A comparison was made of responses by graduates of the registered nurse programs in the UTCN and Vanderbilt Studies, regarding formal nursing preparation after graduation with the bachelor's degree. The findings of this comparison are presented Table Q 10 #6.

Table Q 10 #6. Formal Nursing Preparation After B.S.N. Graduation by Registered Nurse Program Respondents at UTCN and Vanderbilt

Formal Nursing Preparation After B.S.N. Graduation	UTCN N=74 N	%	Vanderbilt[1] N=148 N	%
Study Beyond the Bachelor's Degree	18	24.3	No Data	
Completion of Master's Degree	20	27.0	23	15.5
Study Beyond Master's Degree	0	0.0	11	7.4
Completion of Doctoral Degree	0	0.0	0	0.0

Although the proportion of respondents in each program that completed at least a master's degree was comparable in the two Studies, the proportion that continued into post-master's preparation was significantly higher in the Vanderbilt Study. Completion of a doctorate was reported in neither Study at the time data collection ended.

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[1] Donaldson, M.L. p. 43

Question 14 on Q Two restated Question 10 on Q One and instructed the respondent to answer only for the five year period since answering Q One.

For respondents in Classes graduating in 1954 through 1965 inclusive, this five year period was 1968 through 1972, inclusive. The relationship of this interval of time to the number of years since graduation from the College of Nursing varied with each Class, the greatest number of years being 18 since graduation, for the Class of 1954, and the smallest number of years being 7, for the Class of 1965.

For respondents in the Classes graduating in 1966 through 1969, inclusive, the five year period for which information was requested was different for each Class. These periods are presented below:

Class	Period
1966	1969 through 1973
1967	1970 through 1974
1968	1971 through 1975
1969	1972 through 1976

The 240 usable responses are presented in descending order of frequency in Table Q 10 #7.

Table Q 10 #7. Formal Nursing Preparation Since Answering Q One

Formal Nursing Preparation Since Answering Q One	N	%
None	183	76.2
Study Beyond the Bachelor's Degree	24	10.0
Completion of Master's Degree	21	8.8
Study Beyond the Master's Degree	10	4.2
Completion of Doctoral Degree	2	0.8
Total	240	100.0

A comparison of the findings in Table Q 10 #1 and Q 10 #7 indicated that the only significant difference in responses regarding formal preparation in nursing after graduation in the two questionnaires lay in the responses to the last two options, "study beyond the master's degree" and "completion of the doctoral degree."

The number and percent of responses on Q Two for "study beyond the bachelor's degree," "completion of the master's degree" and "study beyond the master's degree," by Class, are presented in Table Q 10 #8.

Table Q 10 #8. Study Beyond the Bachelor's Degree, Completion of the Master's Degree and Study Beyond the Master's Degree on Q Two, by Class.

Class	Grad-Resp. Interval Years	Respondents	Beyond Bachelor's Degree		Completed Master's Degree		Beyond Master's Degree	
		N	N	%	N	%	N	%
1954	18	16	0	0.0	1	6.3	0	0.0
1955	17	9	2	22.2	0	0.0	1	11.1
1956	16	20	3	15.0	1	5.0	1	5.0
1957	15	15	1	6.7	0	0.0	0	0.0
1958	14	24	4	16.7	1	4.2	0	0.0
1959	13	11	1	9.1	1	9.1	0	0.0
1960	12	11	2	18.2	0	0.0	0	0.0
1961	11	17	0	0.0	0	0.0	1	5.9
1962	10	11	0	0.0	1	9.1	2	18.2
1963	9	4	1	25.0	0	0.0	0	0.0
1964	8	10	2	20.0	3	30.0	1	10.0
1965	7	14	1	7.1	1	7.1	2	14.3
1966	7	21	1	4.8	1	4.8	1	4.8
1967	7	6	1	16.7	0	0.0	0	0.0
1968	7	29	4	13.8	8	27.6	0	0.0
1969	7	20	1	5.0	3	15.0	1	5.0
Total		*238	24	Av.10.1	21	Av. 8.8	10	Av. 4.2

*The two respondents who reported completing the doctoral degree were members of the Classes of 1959 and 1972. They are not included in the 238 respondents considered in Table Q 10 #8.

With the exception of increase in study beyond the master's degree that was recorded by graduates 16 and 17 years out of school, the major increase in post-master's study was reported by graduates 7 to 11 years out of school. More recent graduates appeared to be moving beyond the master's level of study in greater numbers.

A comparison was made of the response rates for "study beyond the bachelor's degree" and "completion of the master's degree" by Q One and Q Two and by Class.

The establish the comparability of the samples of Q One and Q Two it was decided to use the extent of full-time nursing employment as a crucial variable that could influence volunteer response rates.

The data for determining comparability of the two samples are presented in Table Q 10 #9.

Table Q 10 #9. Average Number of Years in Full-time Employment in Nursing* by Respondents to Q One Only and by Respondents to Q One and Q Two, for Seven Random Classes

		Respondents to Q One Only		Respondents to Q One and Q Two	
Class	Q One Grad-Resp. Interval Years	N	Average Years Per Respondent	N	Average Years Per Respondent
1955	12	10	7.4	10	6.4
1957	10	12	5.2	15	4.3
1959	8	9	4.3	12	4.7
1960	7	9	3.2	11	4.3
1962	5	10	3.4	12	2.9
1964	3	9	2.4	11	2.3
1967	2	6	2.0	6	1.8
Total		65	Mean 3.98	77	Mean 3.81

*Derived from responses to Item 1, Question 12 on Q One

The findings in Table Q 10 #9 clearly indicated that the respondents for Q Two were a random sample of those who had answered Q One.

Wherever indicated, subsequent data consideration will combine responses to Q One and Q Two.

A comparison was made of the rate of responses for "study beyond the bachelor's degree" by respondents to Q One and Q Two, by Class. The data for this comparison are presented in Table Q 10 #10.

Table Q 10 #10. Rate of Responses for "Study Beyond Bachelor's Degree" by Q One and Q Two and By Class

	Q One			Q Two		
	Grad-Resp. Interval	Responses	Beyond Bachelor's Degree	Grad-Resp. Interval	Responses	Beyond Bachelor's Degree
Class	Years	N	%	Years	N	%
1954	13	22	4.5	18	16	0.0
1955	12	17	17.6	17	9	22.2
1956	11	29	13.8	16	20	15.0
1957	10	27	14.8	15	15	6.7
1958	9	32	15.6	14	24	16.7
1959	8	19	10.5	13	11	9.1
1960	7	19	5.3	12	11	18.2
1961	6	20	20.0	11	17	0.0
1962	5	21	9.5	10	11	0.0
1963	4	7	0.0	9	4	25.0
1964	3	20	10.0	8	10	20.0
1965	2	20	15.0	7	14	7.1
1966	↑	28	7.1	↑	21	4.8
1967		12	0.0		6	16.7
1968		37	8.1	↓	29	13.8
1969		32	0.0	7	20	5.0
1970		37	8.1			
1971		31	16.1		Total 238	Av. 10.1
1972		21	33.3			
1973	↓	24	16.7			
1974	2	41	31.7			
		Total 516	Av. 13.2			

A comparison was made of the rate of responses for "completion of the master's degree" by respondents to Q One and Q Two by Class. The data for this comparison are presented in Table Q 10 #11.

Table Q 10 #11. Rate of Responses for "Completion of Master's Degree" by Q One and Q Two and by Class

	Q One			Q Two		
	Grad-Resp. Interval	Responses	Completion Master's Degree	Grad-Resp. Interval	Responses	Completion Master's Degree
Class	Years	N	%	Years	N	%
1954	13	22	18.2	18	16	0.0
1955	12	17	0.0	17	9	11.1
1956	11	29	13.8	16	20	5.0
1957	10	27	11.1	15	15	0.0
1958	9	32	18.8	14	24	0.0
1959	8	19	5.3	13	11	0.0
1960	7	19	10.5	12	11	0.0
1961	6	20	5.0	11	17	5.9
1962	5	21	19.0	10	11	18.2
1963	4	7	0.0	9	4	0.0
1964	3	20	10.0	8	10	10.0
1965	2	20	0.0	7	14	14.3
1966	↑	28	14.3	↑	21	4.8
1967		12	0.0		6	0.0
1968		37	2.7	↓	29	0.0
1969		32	9.4	7	20	5.0
1970		37	5.4			
1971		31	16.1		Total 238	Av. 4.2
1972		21	0.0			
1973	↓	24	0.0			
1974	2	41	7.3			
		Total 516	Av. 8.7			

In this comparison, by Class, it appeared that graduates of 1963 and before were less likely to have completed the master's degree in the last five years than were graduates of 1964 and after.

A comparison was made of the number and percent of responses to the options concerning formal nursing preparation in the five years between answering the two questionnaires recorded by respondents who graduated from the generic program and the registered nurse program. The findings of this comparison are presented in Table Q 10 #12.

Table Q 10 #12. Formal Nursing Preparation Since Answering Q One by Respondents' UTCN Program

Formal Nursing Preparation Since Answering Q One	Total Population N	Total Population %	Generic Program N	Generic Program %	Registered Nurse Program N	Registered Nurse Program %
None	183	76.2	165	77.8	18	64.3
Study Beyond the Bachelor's Degree	24	10.0	21	9.9	3	10.7
Completion of the Master's Degree	21	8.8	19	9.0	2	7.1
Study Beyond the Master's Degree	10	4.2	5	2.4	5	17.9
Completion of the Doctoral Degree	2	0.8	2	0.9	0	0.0
Total	240	100.0	212	100.0	28	100.0

The significant finding in this comparison was the much greater proportion of the respondents from the registered nurse program who had studied beyond the master's degree than was the case with respondents from the generic program during the five year interval between Q One and Q Two.

A comparison was made of the percent of responses to each option on formal nursing preparation since graduation recorded in Question 10 Q One and Question 14 Q Two by total population, generic program and registered nurse program graduates. The findings of this comparison are presented in Table Q 10 #13.

Table Q 10 #13. Formal Nursing Preparation After Graduation by UTCN Program and by Q One and Q Two

Formal Nursing Preparation Since Graduation	Q One Years Covered 1954-1976 Grad-Resp. Interval 2-13				Q Two Years Covered 1972-1976 Grad-Resp. Interval 7-18			
	Generic Program		Registered Nurse Program		Generic Program		Registered Nurse Program	
	N	%	N	%	N	%	N	%
None	367	82.7	36	48.6	165	77.8	18	64.3
Study Beyond Bachelor's Degree	50	11.3	18	24.3	21	9.9	3	10.7
Completion of Master's Degree	25	5.6	20	27.0	19	9.0	2	7.1
Study Beyond Master's Degree	2	0.5	0	0.0	5	2.4	5	17.9
Completion of Doctoral Degree	0	0.0	0	0.0	2	0.9	0	0.0
Total	444	100.1	74	99.9	212	100.0	28	100.0

Respondents to Q Two represent 66% of the respondents to Q One.

The following appeared to be a reasonable assessment of the comparison presented in Table Q 10 #13:

1) the percent of the generic program respondents who had pursued no formal nursing preparation following graduation had been reduced by 5% in the interval between questionnaires;

2) the percent of generic program respondents who had pursued some study beyond the bachelor's degree but had not completed a master's degree had been reduced by less than 2.0% but this reduction was more than compensated for by the doubling of the percent who had achieved at the next three levels;

3) the percent of registered nurse program respondents who had pursued no formal nursing preparation, and those who had moved beyond the bachelor's degree but not achieved the master's degree was relatively the same at both times as was the percent of those who had completed the master's degree and moved beyond;

4) the significant increase, in the entire comparison, was in the percent of registered nurse program respondents who had moved into study beyond the master's degree level, although none had yet achieved the doctoral level.

Combining data from Q One and Q Two, a comparison was made of the number and percent of respondents who had completed the master's degree, comparing the respondents who graduated from the generic program with those who graduated from the registered nuese program, by Class. The findings of this comparison are presented in Table Q 10 #14.

Table Q 10 #14. Responses for"Completion of Master's Degree"by Respondents' UTCN Program and By Class

Class	Grad-Resp. Interval Years	Generic Program Respondents N	Master's Degrees N	%	Registered Nurse Program Respondents N	Master's Degrees N	%
1954	18	20	4	20.0	3	2	66.6
1955	17	17	1	5.9	3	3	100.0
1956	16	32	5	15.6	1	1	100.0
1957	15	23	4	17.4	4	2	50.0
1958	14	27	3	11.1	8	8	100.0
1959	13	17	3	17.5	3	1	33.3
1960	12	18	1	5.6	2	1	50.0
1961	11	17	1	5.9	4	3	75.0
1962	10	21	4	19.0	1	1	100.0
1963	9	6	0	0.0	1	0	0.0
1964	8	15	3	20.0	5	2	40.0
1965	7	16	3	18.8	4	2	50.0
1966	7	22	3	13.6	6	2	33.3
1967	7	12	1	8.3	0	0	0.0
1968	7	34	7	20.6	3	1	33.3
1969	7	27	5	18.5	5	1	20.0
1970	2	36	1	2.8	1	0	0.0
1971	2	24	2	8.3	8	3	37.5
1972	2	19	0	0.0	3	0	0.0
1973	2	21	1	4.8	3	1	33.3
1974	2	33	1	3.0	8	2	25.0
Total		457	53	Av. 11.6	76	36	Av. 47.4

A comparison of the rate at which master's degrees were earned by decade grouping and by respondents' UTCN program is presented in Table Q 10 #15.

Table Q 10 #15. Responses for "Completion of Master's Degree" By Decade Grouping and by Respondents' UTCN Program

Decade Grouping of Classes	Grad-Resp. Interval Years	Generic Program			Registered Nurse Program		
		Respondents N	Master's Degrees N	Master's Degrees %	Respondents N	Master's Degrees N	Master's Degrees %
1954-1964	8-18	213	29	13.6	35	24	68.5
1965-1974	2-7	244	24	9.8	41	12	29.3
Total		457	53	11.6	76	36	47.7

It was evident that the percent of master's degrees earned by respondents in the generic program varied relatively little, by decade, but that there was a marked reduction in the percent of master's degrees earned by respondents of the registered nurse program in the second decade.

There is, in this Study, what might be termed a Two Year-Seven Year Sample of 93 respondents who contributed responses in an orderly and consistent sequence. These 93 people answered Q One exactly two years after graduation from the College of Nursing and they answered Q Two exactly 5 years later, or 7 years after graduation. These respondents are drawn from the persons who graduated in 1965 through 1969, inclusive. Members of Classes graduating prior to 1965 had been out of the College anywhere from 3 to 13 years before answering Q One in 1967. Members of Classes graduating since 1969 were not eligible to answer Q Two when the collection of data was terminated in June 1976.

The composition of the Two Year-Seven Year Sample by Respondents' UTCN Program and by Class is presented in Table Q 10 #16.

Table Q 10 #16. Composition of Two Year-Seven Year Sample by Respondents' UTCN Program and by Class

		Generic Program		Registered Nurse Program	
Class	Respondents N	Respondents N	Sample %	Respondents N	Sample %
1965	15	13	14.0	2	2.2
1966	21	16	17.2	5	5.4
1967	6	6	6.5	0	0.0
1968	30	28	30.1	2	2.2
1969	21	16	17.2	5	5.4
Total	93	79	85.0	14	15.2

The responses to Question 10 on Q One and Question 14 on Q Two for this Two Year-Seven Year Sample are presented in Table Q 10 #17.

Table Q 10 #17. Formal Nursing Preparation Since Graduation for Two Year-Seven Year Sample

Formal Nursing Preparation Since Graduation	Two Year Responses N	%	Seven Year Responses N	%
None	82	88.2	65	73.0
Study Beyond Bachelor's Degree	4	4.3	7	7.9
Completion of Master's Degree	7	7.5	13	14.6
Study Beyond Master's Degree	0	0.0	4	4.5
Completion of Doctoral Degree	0	0.0	0	0.0
Total	93	100.0	89	100.0

The two respondents who reported having completed the doctoral degree do not belong to Classes graduating from 1965 to 1969, inclusive, from which this smaller Sample was drawn. The report of their degrees, therefore, appears in the responses from the total group but not in the responses from this Sample.

This small Two Year-Seven Year Sample of 93 respondents appeared to have a better record than the total population of respondents when Tables Q 10 #1,#7 and #17 were compared.

While the percent of the total population responding 2-13 years after graduation and reporting "no formal nursing preparation since graduation" dropped by only 1.6% over the 5 year interval between Q One and Q Two, the percent for this Sample dropped 15.3%.

While the percent of the total population that reported having studied beyond the bachelor's degree dropped by 3.1%, the percent of this Sample increased by 4.3% over the previously mentioned time period.

While the percent of the total population reporting completion of the master's degree remained essentially unchanged, the percent of Sample increased by 7.1%.

While the percent of the total population that reported study beyond the master's degree increased by 3.8%, the percent for this Sample increased by 4.5%.

A comparison was made of Seven Year responses from the UTCN Study in Table Q 10 #17 and the Five Year responses of the baccalaureate respondents in Table 30 on page 32 of the NLN Study[1] . These responses were chosen because of the degree of approximation of the graduation-response interval of the respondents. The five year and seven year graduation-response intervals are as close to each other as any that can be achieved for the purpose of comparing findings in these two Studies.

Since completion of the master's degree is implied in study beyond the master's degree, the responses for both categories in the UTCN Study are used in this comparison. The responses for master's degrees with nursing and non-nursing majors in the NLN Study are used in this comparison.

It was determined that 8.8% of the 1,650 baccalaureate graduates in the NLN Study had completed a master's degree five years after graduation, while 19.1% of the 89 UTCN respondents, including both generic and registered nurse program graduates, had completed the master's degree seven years after graduation.

The considerably higher proportion reported in the UTCN Study may be due in part to the two additional years available to the UTCN respondents, and to the fact that the sample of 93 respondents includes registered nurse program graduates. As stated previously, it has been demonstrated that graduates of the registered nurse program complete the master's degree at a higher rate than do graduates of the generic program, particularly in the first few years after earning the bachelor's degree.

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[1] Knopf, L. One and Five Years After Graduation

MASTER'S DEGREES, MAJORS AND GRANTING INSTITUTIONS

Respondents were asked to give more specific information about the nature of degree, the major, the year it was earned and the name of the degree granting institution, in Question 72 on Q One and Question 36 on Q Two.

The 89 respondents who reported having earned master's degrees (see Table Q 10 #14) constitute 16.7% of the 533 respondents. Of these 36, or 40.4%, were graduates of the registered nurse program, while 53, or 59.5%, were graduates of the generic program.

There were 93 master's degrees resported. Four respondents, all generic program graduates, reported holding two master's degrees each. Of these 93 master's degrees, 56, or 60.2%, were earned by respondents who graduated from the generic program and 37, or 39.8% were earned by respondents who graduated from the registered nurse program.

On the basis of the major reported, the master's degrees were tabulated as being either nursing degrees or non-nursing degrees. The number and percent of the master's degrees reported are presented by major, by Class and by generic and registered nurse program, in Table Q 10 #18.

Table Q 10 # 18. Master's Degrees by Major, by Respondents' UTCN Program and by Class.

		Generic Program				Registered Nurse Program			
	Grad-Resp. Interval	Nursing Major		Non-Nursing Major		Nursing Major		Non-Nursing Major	
Class	Years	N	%	N	%	N	%	N	%
1954	18	2	2.2	3	3.3	1	1.1	1	1.1
1955	17	1	1.1	0	0.0	0	0.0	3	3.3
1956	16	4	4.4	1	1.1	0	0.0	1	1.1
1957	15	1	1.1	3	3.3	1	1.1	0	0.0
1958	14	2	2.2	1	1.1	4	4.4	4	4.4
1959	13	2	2.2	2	2.2	0	0.0	2	2.2
1960	12	1	1.1	0	0.0	1	1.1	0	0.0
1961	11	0	0.0	1	1.1	3	3.3	0	0.0
1962	10	4	4.4	1	1.1	1	1.1	0	0.0
1963	9	0	0.0	0	0.0	0	0.0	0	0.0
1964	8	0	0.0	3	3.3	2	2.2	0	0.0
1965	7	3	3.3	0	0.0	2	2.2	0	0.0
1966	7	2	2.2	1	1.1	2	2.2	0	0.0
1967	7	0	0.0	1	1.1	0	0.0	0	0.0
1968	7	5	5.5	1	1.1	1	1.1	0	0.0
1969	7	4	4.4	1	1.1	1	1.1	0	0.0
1970	2	1	1.1	0	0.0	0	0.0	0	0.0
1971	2	2	2.2	0	0.0	3	3.3	0	0.0
1972	2	0	0.0	0	0.0	0	0.0	0	0.0
1973	2	1	1.1	0	0.0	1	1.1	0	0.0
1974	2	1	1.1	0	0.0	2	2.2	0	0.0
		36	39.6	19	20.9	25	27.5	11	12.1

There was a total of 91 master's degrees with identified majors reported. Two master's degrees, with no major identified, were reported, one by a graduate of the generic program and one by a graduate of the registered nurse program.

The major in 61 (67%) of the degrees was in nursing, while the major in 30 (33%) was in non-nursing disciplines. The registered nurse program respondents reported 69.4% of their degrees were in nursing majors, while the generic program respondents reported that 65.4% of their degrees were in nursing majors.

As was done in the comparison beginning on page 41, the Two Year-Seven Year Sample was used as a basis for comparing UTCN respondents with the NLN Study[1] respondents in the matter of the proportion of master's degrees earned with nursing and non-nursing majors. In this comparison, however, it was possible to identify the respondents from the generic program only, in the Five-Year-Seven Year Sample.

Of these 79 respondents from the generic program that graduated in 1965 through 1969, 14, or 17.7%, reported earning master's degrees with a major in nursing. This compares favorably with the 8.1% reported in the NLN Study. Four respondents, or 3.1% of the UTCN Sample reported earning master's degrees with a non-nursing major compared to the *0.8% reported in the NLN Study. Again it must be noted, the UTCN Study respondents had 7 years to accomplish these results, while the NLN Study respondents had only 5 years.

A comparison was made between the number and percent of master's degrees with nursing majors and those with non-nursing majors, by decade grouping of Classes, as well as by respondents' UTCN Program. The findings of this comparison are presented in Table Q 10 #19.

Table Q 10 #19. Master's Degrees by Major, by Respondents' UTCN Program and by Class Decade Groupings

	Generic Program				Registered Nurse Program			
Class Decade Groupings	Nursing Master's N	%	Non-Nursing Master's N	%	Nursing Master's N	%	Non-Nursing Master's N	%
1954-1964	17	18.7	15	16.5	13	14.3	11	12.1
1965-1974	19	20.9	4	4.4	12	13.2	0	0.0
Total	36	39.6	19	20.9	25	27.5	11	12.1

While the proportion of master's degrees with nursing majors was relatively the same for the two decades, the decrease in the proportion of master's with non-nursing majors in the latter decade, particularly for respondents of the registered nurse program was dramatic.

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*This value includes the 0.1% of the NLN Sample that had completed a doctorate in a non-nursing area.

[1] Knopf, L. RN's One and Five Years After Graduation. Table 30 p.32

The 61 master's degrees with a nursing major, 67% of the degrees with an identified major, were classified according to the description of the major.

The number and percent of the nursing majors, classified according to specialties, and their distribution between graduates of the generic and registered nurse programs are presented in Table Q 10 #20.

Table Q 10 #20. Master's Degrees With Nursing Majors by Specialty and by Respondents' UTCN Program

Majors in Nursing	Total Population N	Total Population %	Generic Program N	Generic Program %	Registered Nurse Program N	Registered Nurse Program %
No Specialty	10	16.4	6	16.7	4	16.0
Maternal, Maternal and Child Nursing	4	6.6	1	2.8	3	12.0
Nursing of Children	3	4.9	1	2.8	2	8.0
Medical-Surgical Nursing	6	9.8	4	1.1	2	8.0
Psychiatric Nursing	12	19.7	8	22.2	4	16.0
Public Health Nursing	3	4.9	2	5.6	1	4.0
Physiological Nursing	1	1.6	0	0.0	1	4.0
Community Family Health Nursing	5	8.2	4	11.1	1	4.0
Community Mental Health Nursing	2	3.3	2	5.6	0	0.0
Physical Illness Nursing	2	3.3	0	0.0	2	8.0
Nursing Education	4	6.6	3	8.3	1	4.0
Nursing Administration	2	3.3	0	0.0	2	8.0
Double Majors						
Nursing and Education	2	3.3	2	5.6	0	0.0
Medical-Surgical Nursing and Teaching	1	1.6	1	2.8	0	0.0
Medical-Surgical Nursing and Supervision	1	1.6	0	0.0	1	4.0
Medical-Surgical Nursing and Administration	1	1.6	0	0.0	1	4.0
Maternal-Child Health Nursing and Teaching	1	1.6	1	2.8	0	0.0
Rehabilitation Nursing and Teaching	1	1.6	1	2.8	0	0.0
Total	61	99.9	36	100.2	25	100.0

The 51 master's degrees in which a specialty in nursing was identified were further classified into four categories on the basis of the area of nursing practice for which they could reasonably be preparation.

Admittedly, the choice of categories was arbitrary and so was the designation of the degrees to the categories. A less speculative exercise would require additional computer analysis to relate the degree earned to the actual job performed.

The findings of this comparison are presented in Table Q 10 #21.

Table Q 10 #21. Classification of Master's Degrees With Nursing Majors by Probable Area of Practice

Areas of Practice							
Institutional Clinical Nursing		Community Nursing		Nursing Education		Administration	
Degree	N	Degree	N	Degree	N	Degree	N
Maternal and Maternal-Child	4	Psychiatric	*6	Physiological	1	Administration	2
Nursing of Children	3	Public Health	3	Nursing Education	4	Medical-Surgical Supervision	1
Psychiatric	*6	Community Mental Health	2	Medical-Surgical and Teaching	1	Medical-Surgical Administration	1
Medical-Surgical	6	Community Family Health	5	Nursing and Education	2		
Physical Illness	2			Maternal Child Health Teaching	1		
				Rehabilitation and Teaching	1		
Total	21 (41.2%)		16 (31.4%)		10 (19.6%)		4 (7.8%)

*The twelve degrees in psychiatric nursing were arbitrarily divided between institutional and community nursing.

The 30 master's degrees with majors that were not in nursing, 33% of those with an identified major, were classified according to the description of the major.

The number and percent of the non-nursing majors and their distribution between respondents of the generic and registered nurse programs are presented in Table Q 10 #22.

Table Q 10 #22. Master's Degrees With Non-Nursing Majors by Majors and Respondents' UTCN Program

Majors in Non-Nursing	Total Population N	Total Population %	Generic Program N	Generic Program %	Registered Nurse Program N	Registered Nurse Program %
Education	5	16.7	1	5.3	4	36.4
Educational Administration and Supervision	3	10.0	2	10.5	1	9.1
Curriculum and Instruction	3	10.0	0	0.0	3	27.3
Guidance and Counseling	4	13.3	3	15.8	1	9.1
Health Education	2	6.7	1	5.3	1	9.1
Industrial Education	2	6.7	2	10.5	0	0.0
Special Education	1	3.3	1	5.3	0	0.0
Religious Education	1	3.3	1	5.3	0	0.0
Educational Specialist	1	3.3	1	5.3	0	0.0
Educational Psychology	1	3.3	1	5.3	0	0.0
Secondary Education	1	3.3	1	5.3	0	0.0
Rehabilitation Counseling	1	3.3	1	5.3	0	0.0
Gerontology and Community Health	1	3.3	1	5.3	0	0.0
Psychology	3	10.0	2	10.5	1	9.1
Child and Family Studies	1	3.3	1	5.3	0	0.0
Total	30	99.8	19	100.3	11	100.1

Based on the year respondent reported having earned the master's degree, it was possible to determine the number and percent of degrees earned within five, ten, fifteen, or more than fifteen years after graduation, by Class. These findings are presented in Table Q 10 #23.

Table Q 10 #23. Master's Degrees Earned by Five Year Graduation-Response Intervals by Respondents' UTCN Program and by Class

Class	Total Grad-Resp. Interval Years	Generic Program: Graduation-Response Intervals, Degrees Earned								Registered Nurse Program: Graduation-Response Intervals, Degrees Earned							
		1-5		6-10		11-15		16-18		1-5		6-10		11-15		16-18	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1954	18	0	0.0	1	20.0	3	60.0	1	20.0	0	0.0	2	100.0	0	0.0	0	0.0
1955	17	0	0.0	0	0.0	0	0.0	1	100.0	1	33.0	1	33.0	1	33.0	0	0.0
1956	16	1	20.0	2	40.0	1	20.0	1	20.0	1	100.0	0	0.0	0	0.0	0	0.0
1957	15	1	25.0	0	0.0	2	50.0	1	25.0	1	100.0	0	0.0	0	0.0	0	0.0
1958	14	2	67.0	1	33.0	0	0.0	x	x	4	50.0	3	38.0	1	1.0	x	x
1959	13	0	0.0	3	74.0	1	25.0	x	x	2	100.0	0	0.0	0	0.0	x	x
1960	12	1	100.0	0	0.0	0	0.0	x	x	1	100.0	0	0.0	0	0.0	x	x
1961	11	0	0.0	1	100.0	0	0.0	x	x	1	33.0	2	67.0	0	0.0	x	x
1962	10	4	80.0	1	20.0	x	x	x	x	1	100.0	0	0.0	x	x	x	x
1963	9	0	0.0	0	0.0	x	x	x	x	0	0.0	0	0.0	x	x	x	x
1964	8	1	33.0	2	67.0	x	x	x	x	2	100.0	0	0.0	x	x	x	x
1965	7	3	100.0	0	0.0	x	x	x	x	2	100.0	0	0.0	x	x	x	x
1966	7	2	67.0	1	33.0	x	x	x	x	2	100.0	0	0.0	x	x	x	x
1967	7	1	100.0	0	0.0	x	x	x	x	0	0.0	0	0.0	x	x	x	x
1968	7	4	57.0	2	43.0	x	x	x	x	1	100.0	0	0.0	x	x	x	x
1969	7	3	60.0	2	40.0	x	x	x	x	1	100.0	0	0.0	x	x	x	x
1970	2	1	100.0	x	x	x	x	x	x	0	0.0	x	x	x	x	x	x
1971	2	2	100.0	x	x	x	x	x	x	3	100.00	x	x	x	x	x	x
1972	2	0	0.0	x	x	x	x	x	x	0	0.0	x	x	x	x	x	x
1973	2	1	100.0	x	x	x	x	x	x	1	100.0	x	x	x	x	x	x
1974	2	1	100.0	x	x	x	x	x	x	2	100.0	x	x	x	x	x	x
Total		28		16		7		4		26		8		2		0	

Note: The symbol x indicates intervals during which no degrees could have been earned; whereas, 0 indicates true quantity.

There were 55 master's degrees earned by generic program respondents; 50.9% earned in the first five years after graduation, 29.1% earned in the second five years, 12.7% earned in the third five years and 7.3% earned in the sixteenth through eighteenth years after graduation.

There were 36 master's degrees earned by registered nurse program respondents; 72.2% earned in the first five years after graduation, 22.2% earned in the second five years, 5.6% earned in the third five years and none earned in the sixteenth through eighteenth years after graduation.

When the master's degrees earned by respondents in both program groups are combined it is evident that 54, or 59.3% of the total, were earned in the first five years after graduation and 78, or 85.7% were earned within the first ten years after graduation.

It was evident that, not only did a greater proportion of registered nurse program respondents earn master's degrees, but that they earned them in a shorter period of time subsequent to graduation with the baccalaureate degree than was the case with the generic program respondents.

The number and percent of the 91 master's degrees in which a major was identified were tabulated, by the year in which they were earned, in Table Q 10 #24.

- Table Q 10 #24. Master's Degrees by Year Earned

Year Earned	N	Percent of Total Master's Degrees
1958	1	1.1
1959	1	1.1
1960	6	6.6
1961	2	2.2
1962	3	3.3
1963	7	7.7
1964	4	4.4
1965	6	6.6
1966	5	5.5
1967	5	5.5
1968	6	6.6
1969	7	7.7
1970	4	4.4
1971	5	5.5
1972	7	7.7
1973	11	12.1
1974	2	2.2
1975	7	7.7
1976	2	2.2
Total	91	100.2

The number and percent of the 91 master's degrees in which a major was recorded were tabulated by the calendar year in which they were earned comparing the degrees with nursing and non-nursing majors and those earned by graduates of the generic program and the registered nurse program. These findings are presented in Table Q 10 #25.

Table Q 10 #25. Master's Degrees Earned by Year, by Major and by Respondents' UTCN Program

Year Degree Earned	Generic Program				Registered Nurse Program			
	Nursing Master's N	%	Non-Nursing Master's N	%	Nursing Master's N	%	Non-Nursing Master's N	%
1958	0	0.0	0	0.0	1	4.5	0	0.0
1959	1	2.6	0	0.0	0	0.0	0	0.0
1960	2	5.1	0	0.0	1	4.5	3	25.0
1961	1	2.6	1	5.6	0	0.0	0	0.0
1962	0	0.0	0	0.0	1	4.5	2	16.7
1963	3	7.7	0	0.0	2	9.1	2	16.7
1964	3	7.7	0	0.0	0	0.0	1	8.3
1965	2	5.1	0	0.0	2	9.1	2	16.7
1966	2	5.1	1	5.6	2	9.1	0	0.0
1967	3	7.7	1	5.6	1	4.5	0	0.0
1968	1	2.6	2	11.1	2	9.1	1	8.3
1969	3	7.7	2	11.1	1	4.5	1	8.3
1970	1	2.6	1	5.6	2	9.1	0	0.0
1971	4	10.3	1	5.6	0	0.0	0	0.0
1972	2	5.1	4	22.2	1	4.5	0	0.0
1973	6	15.4	3	16.7	2	9.1	0	0.0
1974	1	2.6	0	0.0	1	4.5	0	0.0
1975	2	5.1	2	11.1	3	13.6	0	0.0
1976	2	5.1	0	0.0	0	0.0	0	0.0
Total	39	100.1	18	100.2	22	99.7	12	100.0

The 22 degrees with nursing majors earned by respondents from the registered nurse program were earned in relatively consistent numbers, year by year, beginning in the year 1958 and ending in the year 1975; whereas the 12 degrees with non-nursing majors earned by other members of this program group were earned between 1960 and 1969, with more than half of them being earned in the years 1960 through 1963.

The 39 degrees with nursing majors earned by respondents from the generic program have been earned in fairly consistent numbers, year by year, beginning in the year 1959 and continuing through 1976; whereas the 19 degrees with non-nursing majors, earned by other members of the generic program group, were earned between 1966 and 1975, with more than half of them being earned in the years 1972 to 1975.

For the 91 master's degrees, a comparison was made between the number of master's degrees with nursing majors and non-nursing majors, by decade grouping of the years in which the degrees were earned, and by respondents' UTCN program. The findings of this comparison are presented in Table Q 10 #26.

Table Q 10 #26. Master's Degrees by Major, by Respondents' UTCN Program and By Decade Grouping of Year In Which Degree Was Earned

Decade In Which Degrees Earned	Generic Program				Registered Nurse Program			
	Nursing Major		Non-Nursing Major		Nursing Major		Non-Nursing Major	
	N	%	N	%	N	%	N	%
1958-1967	17	18.7	3	3.3	10	11.0	10	11.0
1968-1976	22	24.2	15	16.5	12	13.2	2	2.2

Although the proportion of degrees with nursing majors had been fairly similar for both programs for both of the decades, the proportion of degrees with non-nursing majors had increased sharply in the second decade for the respondents in the generic program group and decreased sharply in the second decade for the respondents in the registered nurse program group.

The percent of the 57 master's degrees earned each year, 1958-1976, inclusive, by respondents in the generic program and the percent of the 34 master's degrees earned each year, by respondents in the registered nurse program, are presented in Table Q 10 #27.

Table Q 10 #27. Percent of 91 Master's Degrees by Year Earned and by Respondents' UTCN Program

Year Degree Earned	Generic Program Percent of 57 Degrees	Registered Nurse Program Percent of 34 Degrees
1958	0.0	2.9
1959	1.7	0.0
1960	3.5	11.8
1961	3.5	0.0
1962	0.0	8.8
1963	5.3	11.8
1964	5.3	2.9
1965	3.5	11.8
1966	5.3	5.8
1967	7.0	2.9
1968	5.3	8.8
1969	8.8	5.8
1970	3.5	5.8
1971	8.8	0.0
1972	10.5	2.9
1973	15.8	5.8
1974	1.7	2.9
1975	8.8	8.8
1976	3.5	0.0
Total	101.8	99.5

The increase in the proportion of generic program respondents earning the master's degree each year has been fairly consistent. It appeared that earning the degree had become more important in the 1970's than it was in the 1950's, regardless of the year of graduation.

There was no consistency in performance among respondents of the registered nurse program in this matter.

The 61 master's degrees with a major in nursing were tabulated on the basis of the specialty identified and the year in which the degree was earned. These findings are presented in Table Q 10 #28.

Table Q 10 #28. Master's Degrees by Nursing Major and Year in which Degree Was Earned

Major in Nursing	N	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976
Rehabilitation	1												1							
Physiological	1																1			
Nursing Administration	2						1							1						
Physical Illness	2																		2	
Nursing of Children	3									1					1				1	
Public Health	3								1			1					1			
Maternal, Maternal-Child and Maternal-Child Health Teaching	5				1			2		1	1									
Community Family Health	5															1		2	2	
Nursing Education, Nursing and Education	6		1	1			2				1						1			
Medical-Surgical and Medical-Surgical Teaching, Supervision and Administration	9						1	1	2		1	1		1			2			
Nursing-no specialty	10								1	1		2	2		1		2			1
Psychiatric and Community Mental Health	14	1	_	2	_	1	_	_	_	1	1	_	1	1	2	2	1	_	_	1
Total	61	1	1	3	1	1	4	3	4	4	4	4	4	3	4	3	8	2	5	2

Comparing the decade, 1958-1967, with the nine years since, 1968-1976, certain trends can be identified in Table Q 10 #28.

Two clinical areas that were represented by degrees, one in each, earned only in the second decade, were rehabilitation nursing and physiological nursing.

The two degrees earned in nursing administration were earned, one in each decade.

The three degrees in each of nursing of children and public health nursing were distributed, one in the first and two in the second decade.

The five degrees in maternity nursing, maternal and child nursing and maternal-child health teaching were earned in the first decade, whereas the five degrees in community family health nursing were earned toward the end of the second decade.

The six degrees in nursing education and those with double majors in nursing and education were earned in the first decade.

The nine degrees in medical-surgical nursing and in teaching/supervision/administration in medical-surgical nursing are distributed almost equally in the two decades. If the degrees in physical illness nursing are added to those in medical-surgical nursing, the balance would be tipped in favor of the second decade.

Of the ten degrees in nursing in which no clinical or functional major was indicated, eight were earned in the second decade.

The clinical area of psychiatric and community mental health nursing in which fourteen degrees were earned ranks highest in terms of the number of degrees earned and the consistency with which they have been earned over the nineteen year period.

Facts that merit attention in regard to this last finding are that the registered nurse program offered courses in advanced psychiatric nursing beginning as early as 1958 and that one of the first graduate programs, offered in 1972, at UTCN, was in community mental health nursing.

There were 59 degrees with majors in nursing for which it was possible to identify granting institutions and their geographic regions. The geographic regions in which these respondents reported earning master's degrees with majors in nursing are presented in descending order of frequency in Table Q 10 #29.

Table Q 10 #29. Master's Degrees in Nursing Earned by Geographic Region

*Region	Master's Degrees N	%
South Atlantic	17	28.8
East South Central	12	20.3
Pacific	8	13.5
Middle Atlantic	8	13.5
Mountain	6	10.2
East North Central	5	8.5
West South Central	2	3.4
West North Central	1	1.7
New England	0	0.0
Foreign Country	0	0.0
Total	59	99.9

*For States included in each Region see Table Q 1 #1 Chapter 1

The institutions that granted these master's degrees with majors in nursing, tabulated by region and the number of degrees granted by each, are presented in Table Q 10 #30.

Table Q 10 #30. Number of Master's Degrees with Nursing Majors by Granting Institution and Region

Region	Institution	N of Degrees	Percent of Total Degrees
South Atlantic	University of Maryland	6	10.2
	Emory University, Georgia	7	11.9
	University of Florida	3	5.1
	University of North Carolina	1	1.7
East South Central	Vanderbilt University, Tennessee	6	10.2
	The University of Tennessee Center for the Health Sciences	4	6.8
	The University of Alabama	2	3.4
Pacific	University of California	5	8.5
	University of Washington	3	5.1
Middle Atlantic	Teachers College, Columbia University, New York	4	6.8
	Rutgers University, New Jersey	3	5.1
	University of Pennsylvania	1	1.7
Mountain	University of Colorado	6	10.2
East North Central	Indiana University	3	5.1
	Case Western Reserve University, Ohio	1	1.7
	Ohio State University	1	1.7
West South Central	Northwest State University of Louisiana	1	1.7
	Texas Women's University	1	1.7
West North Central	Washington University, Missouri	1	1.7

The number of master's degrees with majors in nursing, the institutions granting them and the year in which they were granted, are presented in Table Q 10 #31.

Table Q 10 #31. Master's Degrees with Nursing Majors by Institution and Year Granted

Institution Granting Degree	N	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976
Washington University	1									1										
Northwest Louisiana State	1																1			
Texas Women's University	1																	1		
Ohio State University	1													1						
Case Western Reserve	1													1						
University of Pennsylvania	1									1										
University of North Carolina	1								1											
University of Alabama	2							1				1								
Rutgers University	3										1		2							
Indiana University	3		1				2													
University of Washington	3			1						1							1			
University of Florida	3								1						2					
Teachers College, Columbia	4				1		2	1												
University of Tennessee Center for the Health Sciences	4																	1	3	
University of California	5							1			1				1				1	1
University of Colorado	6			1									1				3			1
Vanderbilt University	6														1	2	2		1	
University of Maryland	6	1		1		1			1					1		1				
Emory University	7						1		1	1	2	1	1							
	59	1	1	3	1	1	5	3	4	4	4	2	4	3	4	3	7	2	5	2

Decade Sub-total 27 (45.0%)

Decade Sub-total 32 (54.0%)

Comparing the decade 1958-1967 with the nine years since, 1968-1976, certain trends can be identified in Table Q 10 #31. There were 27 degrees, 45.0% of the 59 degrees with a major in nursing, granted in the first decade while 32, or 54.0%, were granted in the second decade. Of the seven institutions that granted only one degree each, three, namely Washington University, the University of Pennsylvania and the University of North Carolina, granted them in the last three years of the first decade; while four, namely, Northwest Louisiana State University, Texas Women's University, Ohio State University and Case Western Reserve granted them during the second decade.

The University of Alabama granted two degrees, one late in the first decade and one in the first year of the second decade.

Of the four institutions that each granted three degrees, the University of Indiana granted all three in the first decade, the University of Washington granted two in the first decade and one in the second decade; while Rutgers University and the University of Florida each granted one in the first decade and two in the second decade.

Teachers College, Columbia University, granted four degrees, all in the first decade and The University of Tennessee Center for the Health Sciences (UTCN) also granted four degrees, all in the last three years of the second decade.

The five degrees granted by the University of California were divided, two being granted in the first decade and the others in the second decade.

Of the three institutions that granted six degrees each, the University of Maryland granted four in the first decade and two in the second decade, the University of Colorado granted one in the first decade and five in the second decade and Vanderbilt University granted all six in the second decade.

Emory University, the only institution that granted seven degrees, granted five in the last half of the first decade and two in the first two years of the second decade.

The institutions that carry over with any consistency from the first decade into the 1970's are the University of California, the University of Maryland and the University of Colorado.

Institutions represented by more than one degree each and appearing in the second decade only, are Vanderbilt University and The University of Tennessee Center for the Health Sciences.

The following is a listing of the institutions in descending order of the number of master's degrees with nursing majors granted by each and the types of majors:

Emory University

- 3 in maternal-child nursing
- 1 in nursing
- 1 in medical-surgical nursing
- 1 in nursing administration
- 1 in teaching and rehabilitation

The University of Maryland

- 4 in psychiatric nursing
- 1 in nursing
- 1 in nursing administration

Vanderbilt University

- 2 in community family health nursing
- 2 in community mental health nursing
- 1 in nursing
- 1 in medical-surgical nursing

University of Colorado

- 3 in psychiatric nursing
- 2 in nursing
- 1 in medical-surgical nursing

University of California

- 2 in nursing
- 2 in medical-surgical nursing
- 1 in pediatric nursing

The University of Tennessee Center for the Health Sciences

- 2 in community family health nursing
- 2 in physical illness nursing

Teachers College, Columbia University

- 2 in medical-surgical nursing and teaching
- 1 in maternity nursing
- 1 in pediatric nursing

University of Florida

- 1 in psychiatric nursing
- 1 in medical-surgical nursing
- 1 in pediatric nursing

University of Washington

1 in nursing
1 in teaching
1 in physiological nursing

Indiana University

2 in nursing education
1 in teaching

Rutgers University

1 in nursing
2 in psychiatric nursing

University of Alabama

1 in medical-surgical nursing
1 in teaching maternal and child nursing

University of North Carolina

1 in public health nursing

University of Pennsylvania

1 in pediatric nursing

Case Western Reserve University

1 in psychiatric nursing

Ohio State University

1 in medical-surgical nursing administration

Texas Women's University

1 in family nursing (clinician)

Northwest Louisiana State University

1 in nursing education

Washington University

1 in psychiatric nursing

The number of master's degrees with non-nursing majors, the institutions granting them and the year in which they were granted, are presented in Table Q 10 #32.

Table Q 10 #32. Master's Degrees with Non-Nursing Majors by Institution and Year Granted

Institution Granting Degree	N	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976
Boston University	1																		1	
William and Mary	1															1				
Texas A & M	1															1				
University of Georgia	1														1					
Tulane University	1											1								
University of Chattanooga	1						1													
University of Tennessee Knoxville	7				1				2	1		1				1			1	
Memphis State University	16	__	__	3	__	2	1	1	__	__	__	1	3	1	__	1	3	__	__	__
Total	29	0	0	3	1	2	2	1	2	1	0	3	3	1	1	4	3	0	2	0

Decade Sub-total 12 (41.4%)   Decade Sub-total 17 (58.6%)

Comparing the decade 1958-1967 with the nine years since, 1968-1976, certain trends can be identified in Table Q 10 #32.
There were 12, or 41.4%, of the 29 degrees with non-nursing majors granted in the first decade and 17, or 58.6, granted in the second decade.
Of the six institutions that granted only one degree each, the University of Chattanooga granted one in the first decade. The remaining five, namely, Boston University, William and Mary, Texas A & M, The University of Georgia and Tulane University, granted one in the second decade.
The University of Tennessee in Knoxville granted four degrees in the first decade and three in the second decade.
Memphis State University granted seven degrees in the first decade and nine degrees in the second decade.
The institutions that carry over with any consistency from the first decade in the 1970's are The University of Tennessee in Knoxville and Memphis State University.
There were no institutions, represented by more than one degree each, that appeared in the second decade only.

Chapter 3

EMPLOYMENT

The employment pattern of graduates was addressed next in this Study. Chapters 3, 4 and 5 deal with this subject.

LICENSING

Question 11. "In how many states and/or countries are you currently registered to practice nursing? (Circle one)"

There were 529 usable responses and they are presented in descending order of frequency in Table Q 11 #1.

Table Q 11 #1. Rate of Licensing to Practice Nursing

Number of States and/or Countries in which Respondent Was Registered	Responses N	%
One	344	65.0
Two	133	25.1
Three or more	42	7.9
None	10	1.9
Total	529	99.9

The ten persons who recorded not being registered to practice nursing, in any state or country at the time they answered Q One, were distributed among the 21 Classes in the Study, as follows: one each in Classes of 1956, 1961, 1968 and 1970 and two each in the Classes of 1958, 1969 and 1974.

A comparison was made of the number and percent of responses to the four options in Question 11 recorded by respondents who graduated from the generic program and from the registered nurse program. The findings of this comparison are presented in Table Q 11 #2.

Table Q 11 #2. Rate of Licensing to Practice Nursing by Respondents' UTCN Program

Number of States and/or Countries in which Respondent Was Registered	Total Population N	%	Generic Program N	%	Registered Nurse Program N	%
None	10	1.9	9	2.0	1	1.4
One	344	65.0	300	65.9	44	59.6
Two	133	25.1	114	25.1	19	25.7
Three	42	7.9	32	7.0	10	13.5
Total	529	99.9	455	100.0	74	100.2

98

The findings in Table Q 11 #2 made it evident that an equal proportion of respondents from each program held licenses in two states. However, a slightly greater degree of mobility among the registered nurse program respondents was demonstrated by the fact that the proportion of responses they recorded for licensure in three or more states was almost double that recorded by respondents from the generic program and it was slightly less for licensure in only one state than that recorded by respondents for the generic program.

Question 1 on Q Two restated Question 11 on Q One. There were 248 usable responses and they are presented in descending order of frequency in Table Q 11 #3.

Table Q 11 #3. Rate of Licensing to Practice Nursing Five Years After Q One

Number of States and/or Countries in which Respondent Was Registered	Responses N	Responses %
One	155	62.5
Two	68	27.4
Three or more	16	6.6
None	9	3.6
Total	248	100.1

The nine persons who recorded not being registered in any state or country at the time they answered Q Two were distributed as follows: one each in the Classes of 1957, 1961, 1963 and 1966; two in the Class of 1958 and three in the Class of 1956.

A comparison was made of the number and percent of responses to the four options in Question 1 Q Two recorded by respondents who graduated from the generic program and from the registered nurse program. The findings of this comparison are presented in Table Q 11 #4.

Table Q 11 #4. Rate of Licensing to Practice Nursing by Number of States and Respondents' UTCN Program

Number of States and/or Countries in which Respondent was Registered	Total Population N	Total Population %	Generic Program N	Generic Program %	Registered Nurse Program N	Registered Nurse Program %
None	9	3.6	8	3.7	1	3.3
One	155	62.5	132	60.6	23	76.7
Two	68	27.4	63	28.9	5	16.7
Three or more	16	6.6	15	6.9	1	3.3
Total	248	100.1	218	100.1	30	100.0

At the end of five years after answering Q One, at times ranging from 7 to 18 years after graduation, in comparing Q 11 #2 and #4, it was evident that a slightly higher proportion of respondents from both programs reported not being licensed in any state; the proportion of respondents from the generic program registered in only one state had dropped 5 percentage points while it had risen 17 percentage points for respondents from the registered nurse program; the proportions for licensure in two states had increased 3 percentage points for generic program respondents and fallen 9 percentage points for the registered nurse respondents;and the proportions for licensure in three or more states remained relatively constant for generic program respondents but fell 10 percentage points for registered nurse program respondents.

These findings indicate less mobility among registered nurse program respondents during the five year interval between answering Q One and Q Two than they exhibited in Q One responses. The degree of mobility among generic program respondents appeared to be relatively unchanged by the five year interval.

The responses for respondents in the Two Year-Seven Year Sample described in Table Q 10 #16 are presented in Table Q 11 #5.

Table Q 11 #5. Rate of Licensing to Practice Nursing by Number of States for Two Year-Seven Year Sample

Number of States and/or Countries in which Respondents Were Licensed To Practice Nursing	Two Year Responses N	Two Year Responses %	Seven Year Responses N	Seven Year Responses %
One	65	69.9	58	62.4
Two	21	22.6	26	28.0
Three or more	6	6.5	8	8.6
None	1	1.1	1	1.1
Total	93	100.1	93	100.1

It appeared that, in the total group as well as in this Sample, the decrease in the proportion registered in only one state with the passage of time, was absorbed in the increases in the proportions registered in two and three and more states. However, the proportion that was not registered in any state remained the same for at least the seven years represented in this Sample, while it did increase slightly when the time since graduation increased to the maximum of 18 years for some respondents.

In the NLN[1] Career Pattern Study, the Third Questionnaire, used one year after respondents graduated, asked for the state and license number of the respondent's registration. The Fourth Questionnaire, used five years after graduation, asked for the same information and provided spaces for three responses. However, the Report "One and Five Years After Graduation" tabulates the findings in categories that cannot be compared with the UTCN findings.

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[1] Knopf, L., RN's One and Five Years After Graduation, Table #34, p 34

RATE OF EMPLOYMENT

Question 12. "How much time have you spent in each of the following since your first graduation from The University of Tennessee nursing program(s)? Round your answer to whole or half years."

Question 12 offered the following options as ways in which the years since graduation could have been spent.

1. years in full-time employment as a nurse
2. years in part-time employment as a nurse
3. years in full-time employment as a non-nurse
4. years in part-time employment as a non-nurse
5. years in full-time study of nursing
6. years in full-time study for a non-nursing job
7. years not gainfully employed
8. years in part-time study and part-time employment in nursing
9. other (specify)

Because of the variability in the number of years since graduation for the respondents, the answers were, of necessity, treated as percentages of the potential time available to each respondent since graduation. The responses were considered by Class. The Class having the maximum potential time was the Class that graduated in 1954. When these respondents answered Q One in 1967 they were being asked to account for 13 years experience since graduation. The minimum potential time for any respondent was 2 years and this interval applied to respondents in the Classes graduating in 1965 through 1974, inclusive.

There were 532 persons who returned usable responses. The findings for this question are reported in terms of the percent of the potential time available since graduation that was spent in each of the nine categories of activities. The total potential time since graduation for the group of respondents at the time that each Class answered Q One was 2,693.5 years. The findings are reported, in descending order of the total number of years reported as having been devoted to each activity, in Table Q 12 #1.

Table Q 12 #1. Years and Percent of Potential Years in Employment and All Other Activities

Activities Since Graduation	Reported Years	Percent of Potential Years
Years in full-time employment as a nurse	1633.0	60.6
Years not gainfully employed	795.0	29.5
Years in full-time study of nursing	63.5	2.4
Years in part-time employment as a nurse	*62.25	2.3
Years in "other" activities	33.0	1.2
Years in full-time employment as a non-nurse	20.5	0.9
Years in part-time study and part-time employment in nursing	10.0	0.4
Years in full-time study for a non-nursing job	8.0	0.3
Years in part-time employment in a non-nursing job	*3.0	0.1
Total	2628.25	**97.7

*These figures result from having converted the years reported in part-time activities into equivalent years of full-time activity by counting part-time as half-time.

**The discrepancy between the total potential years available, 2693.5, and the number of years reported in all activities, 2628.25, is equal to the 62.25 years in part-time employment in nursing and the 3 years in part-time employment in non-nursing, namely, 65.25 years.

There were 18 respondents who marked the "other" category and 15 of them specified their activities as follows:

2 identified 0.5 year each and 1 identified 2 years spent in full-time employment in nursing and part-time study;

1 identified 1.5 years and 2 identified 2 years in part-time employment in nursing and full-time study;

1 identified 2 years spent in part-time study and non-nursing employment;

1 identified 2.5 years of study to be an anesthetist;

1 identified 1 year of Bible study in preparation for mission work;

1 identified 1.5 years of graduate study in non-nursing;

1 identified 2 years spent teaching volunteer workers;

1 identified 1 year as a homemaker

1 identified 0.5 year as a child behavior specialist;

1 identified 6.5 years as a nun;

1 identified 0.5 year in travel

Some of these "other" category responses could have been recategorized in the existing classifications. The small number of cases, as well as their reclassifications in subsequent schema (Tables A 3,4 and 5, Appendix A) made this inadvisable here.

The three remaining respondents who answered in the "other" option and identified one, two and four years, respectively, did not specify their activities.

The number of years and the percent of potential years reported for each activity, by Class, are presented in Table A 2 (See Appendix A).

A summary of findings for the 532 respondents using percentages only, of potential time, is presented, by Class, in Summary Table Q 12 #2.

Summary Table Q 12 #2. Percent of Potential Time Spent in Employment, Not Employed, Study and Other, by Class

					Employed				Not Employed	Study			Other
Class	Years Since Graduation	Number of Respondents	Potential Years Available	Year of Response	Full-time as Nurse	* Part-time as Nurse	Full-time as Non-Nurse	* Part-time as Non-Nurse	Not Gainfully Employed	Full-time Study of Nursing	Full-time Study of Non-nursing	Part-time Study and Part-time Nursing	Other
1954	13	23	299	1967	48.5	1.8	0.0	0.0	45.0	1.0	1.0	0.3	0.7
1955	12	20	240	↑	57.7	2.5	0.0	0.0	36.9	0.4	0.0	0.0	0.0
1956	11	33	363		49.2	2.0	2.5	0.4	39.5	1.8	0.0	0.4	1.8
1957	10	27	270		47.2	3.1	0.7	0.2	41.1	1.3	0.0	0.0	3.1
1958	9	35	315		54.4	3.2	1.1	0.1	34.1	3.6	0.3	1.0	0.0
1959	8	20	160		57.8	2.0	0.9	0.0	44.1	1.9	2.2	0.0	0.0
1960	7	20	140		55.4	3.6	0.0	0.0	35.7	1.4	0.0	0.4	0.0
1961	6	20	120		55.4	3.3	1.3	0	29.2	4.2	0.0	0.0	3.5
1962	5	22	110		62.7	2.3	0.9	0.0	25.0	6.4	0.5	0.0	0.0
1963	4	7	28		78.6	0.9	1.8	0.0	17.9	0.0	0.0	0.0	0.0
1964	3	20	60	↓	79.2	0.4	0.0	0.0	12.5	5.0	0.0	0.0	2.5
1965	2	20	40	1967	80.0	1.9	3.8	0.0	7.5	5.0	0.0	0.0	0.0
1966	2	28	56	1968	75.0	2.7	0.0	0.0	8.9	10.7	0.0	0.0	0.0
1967	2	12	24	1969	95.8	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1968	2	37	74	1970	83.1	3.7	0.0	0.0	4.7	2.0	0.0	1.4	1.4
1969	2	32	64	1971	90.6	1.2	0.0	0.0	5.5	1.6	0.0	0.0	0.0
1970	2.5	37	92.5	1972	89.7	0.0	0.0	0.0	7.6	2.7	0.0	0.0	0.0
1971	2	32	64	1973	84.4	0.8	0.0	0.4	1.6	7.8	0.0	0.8	3.1
1972	2	22	44	1974	83.0	2.8	0.0	0.0	10.2	1.1	0.0	0.0	0.0
1973	2	24	48	1975	86.5	1.6	0.0	1.0	1.0	2.1	0.0	0.0	5.2
1974	2	41	82	1976	79.9	1.8	0.0	0.0	4.9	2.4	0.0	2.4	6.7
Total		532	2693.5	Av.	60.6	2.3	0.0	0.1	29.5	2.4	0.3	0.4	1.2

*Converted to full-time equivalent by dividing years of part-time by 2.

The data presented in Summary Table Q 12 #2 provide the basis for the following observations:

4 of the activities out of the 9 offered as options, in Question 12, accounted for 94.8% of the 2,693.5 potential years available since graduation, namely,

full-time employment in nursing,
part-time employment in nursing,
full-time study of nursing,
not gainfully employed;

roughly 66% of the potential time was spent in nursing related activities, namely, full-time employment, 60.6%; part-time employment, 2.3%; full-time study, 2.4% and part-time study and part-time employment in nursing, 0.4%;

full-time employment in nursing manifested a definite decrease when the respondent had been out of college between 4 and 6 years; the decrease during this interval being from the 80% range to below the 60% range;

recent graduates went on to graduate study in larger numbers than did those who were three or more years out of college; the mean percent of potential years spent in full-time study of nursing for the total population was 2.4%, the mean for respondents 2 years out of college was 3.5%, while the mean for those 3 to 13 years out of college was only 2.35%. (It was possible that, for respondents reporting in 1973 through 1976, the availability of the graduate program at UTCN was a factor.)

The data from Question 12 responses were organized under four broad categories, as follows:

the years spent by respondents who had been active, in some way, in nursing for 100% of the time since graduation;

the years spent by respondents who had never been active, in any way, in nursing since graduation;

the years spent by respondents who had been active in nursing but to a degree that was less than 100% of the potential years since graduation;

the years spent by respondents who had been inactive but to a degree less than 100% of the potential years since graduation.

The years and the percent of the potential years that the total population recorded for these four broad categories of activity/inactivity in nursing are presented, by Class, in Table A 3.

The findings for these four broad categories of activity/inactivity in nursing, for respondents from the generic program and the registered nurse program, by Class, are presented in Table A 4 and A 5, respectively.

(See Appendix A for Tables A 3, A 4 and A 5)

A comparison was made of the responses to Question 12 Q One that were recorded by respondents who graduated from the generic program and from the registered nurse program. The findings of this comparison are presented in Table Q 12 #3.

Table Q 12 #3. Percent of Potential Years in 9 Activity Categories by Respondents' UTCN Program

	Total Population=532		Generic Program=457		Registered Nurse Program=75	
	Potential Years Available=2693.5		Potential Years Available=2333		Potential Years Available=360.5	
Activity Categories	Years Spent	Percent of Potential Years	Years Spent	Percent of Potential Years	Years Spent	Percent of Potential Years
Full-time Employment As Nurse	1633.0	60.6	1367.0	58.6	266.0	73.8
Part-time Employment As Nurse	62.25	2.3	56.5	2.4	5.75	1.6
Full-time Employment As Non-Nurse	20.5	0.9	19.0	0.8	1.5	0.4
Part-time Employment As Non-Nurse	3.0	0.1	3.0	0.1	0.0	0.0
Full-time Study of Nursing	63.5	2.4	41.5	1.8	22.0	6.1
Full-time Study for Non-Nursing Job	8.0	0.3	6.5	0.3	1.5	0.4
Not Gainfully Employed	795.0	29.5	741.5	31.8	53.5	14.8
Part-time Study, Part-time Nursing Em Employment	10.0	0.4	9.0	0.4	1.0	0.3
Other	33.0	1.2	29.5	1.3	3.5	1.0
Totals	*2628.25	97.7	*2273.50	97.5	*354.75	98.4

*See Table Q 12 #1 for explanation of discrepancy between actual and potential years totals.

Significant differences in proportion of responses between respondents from the two programs are evident in only three areas of activity. Registered nurse program respondents reported 15% greater proportion of time spent in full-time employment in nursing, 4% greater proportion in full-time study of nursing and 17% smaller proportion of time spent not gainfully employed than did generic program respondents.

This suggested that, in terms of the contribution made to nursing by the respondents, the investment in the registered nurse program had been more cost effective than the investment in the generic program.

A comparison was made of the percent of the potential years spent in nursing activities as reported in the UTCN Study and the Vanderbilt[1] Study. The categories for five levels of activity in nursing that appear in Figure 8, opposite page 29, in the Vanderbilt Study were used. These categories are:

none of the potential years spent in nursing;
1-44% of the potential years spent in nursing;
45-64% of the potential years spent in nursing;
65-99% of the potential years spent in nursing;
100% of the potential years spent in nursing;

the factor, "years spent in nursing," includes the years spent in full-time and part-time study of nursing in all five categories.

The source of data in the Vanderbilt study was the bar graph (Figure 8). It was possible to determine approximate percentages of potential time from the graph for respondents of the Registered Nurse Program and for the respondents of the Four Year and Five Year Baccalaureate Programs which were considered as one group.

To organize the UTCN Study data to compare them in the five Vanderbilt categories, it was necessary to analyze them on an individual basis. The findings, by Class, for the total population and by program, are presented in Tables A 3, A 4 and A 5; for details of the raw findings see these Tables in Appendix A.

The proportion of the potential time that was used in nursing, exclusive of that used as 100% nursing, was calculated by subtracting the years used in 100% nursing from the potential years to obtain the number of remaining potential years. The percent of these remaining potential years that were actually spent in nursing activities was calculated and the potential years were assigned to the three categories, 65-99%, 45-64% and 1-44%, on the basis of this percentage.

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[1] Donaldson, M.L.

The findings from this comparison of the data from the UTCN and Vanderbilt Studies are presented in Table Q 12 #4.

Table Q 12 #4. Percent of Potential Time Since Graduation Spent in Nursing by UTCN and Vanderbilt School of Nursing Respondents, By Generic Programs and By Registered Nurse Programs

	Generic Programs		Registered Nurse Programs	
Percent of Potential Years Spent In Nursing	UTCN N=458 Percent of Potential Years	Vanderbilt N=461 Percent of Potential Years	UTCN N=74 Percent of Potential Years	Vanderbilt N-133 Percent of Potential Years
None	1.0	3.0	2.0	3.0
1%-44%	23.0	34.0	5.0	17.0
45%-64%	39.0	12.0	21.0	10.0
65%-99%	1.0	26.0	20.0	19.0
100%	36.0	25.0	52.0	51.0
Total	100.0	100.0	100.0	100.0

These findings for respondents who graduated from the generic program in the two schools were interpreted as meaning that a greater proportion, 76% of the UTCN respondents, performed at levels above 45% of the potential years compared to the Vanderbilt respondents' proportion of 63%. Conversely, a smaller proportion, 24% of UTCN respondents, performed at levels below 45% of the potential years compared to the Vanderbilt respondents' proportion of 37%.

For respondents who graduated from the registered nurse programs in the two schools, the findings are similar. A greater proportion, 93% of UTCN respondents from the registered nurse program, performed at levels above 45% of the potential years compared to Vanderbilt respondents' proportion of 80%. Conversely, a smaller proportion, 7%, of UTCN respondents performed at levels below 45% of potential years compared to the Vanderbilt respondents' proportion of 20%.

For purposes of comparison of yield (cost-benefit) in two professions characterized by the high rate of women practitioners, it was useful to consider the findings of a study of Tennessee teachers supply and demand[2].

Based on a 10% sample it was found that 23.7% of certified teachers living in Tennessee were not teaching. In addition, 34.22% of this sample (10% of the total sample of 4,259) had never taught in Tennessee. Unfortunately, the available data did not permit the more comprehensive comparison of actual versus potential full professional employment proportions. Nevertheless, on the questions of prepared persons never practicing, it is clear that the 1.7% in nursing compares favorably with the above cited 10% in teaching.

Furthermore, although the supply-demand ratio is markedly more favorable for the nursing graduate in seeking employment, it is noteworthy that of all 1972 teacher graduates in Tennessee (N=4002) only 42.8% were employed as teachers in Tennessee one year after graduation. This compares with the UTCN 1972 graduates who responded in this study (N=22) reporting a 95% employment rate in nursing two years after graduation.

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[2] Bellott, F.K., Ayers, J.B., Peccolo, C.M. Tennessee Teacher Supply and Demand 1972-73 Final Report. Bureau of Educational Research and Services, College of Education, Memphis State University.

Question 5 Q Two offered the same options as Question 12 Q One but instructed the respondents to report only on the five year period since Q One was answered.

For the description of the exact time period represented by responses from individual Classes, see the discussion of Question 10 Chapter 2, page 30.

There were 249 usable responses to Question 5. Findings are tabulated in the same manner as for Question 12 Q One, in terms of the percent of the potential five year period that was reported spent by the respondents in each of the nine options offered.

The total potential time in the five year reporting period for the 249 respondents to Q Two was 1,245 years. The findings are presented in descending order of the number of years reported as having been spent in each activity in Table Q 12 #5.

Table Q 12 #5. Years and Percent of Potential Years Spent in Each Activity in the Period Between Q One and Q Two

Activities Since Answering Q One	Reported Years	Percent of Potential Years
Full-time Employment In Nursing	600.0	48.2
Not Gainfully Employed	442.0	35.5
Part-time Employment In Nursing	*63.75	5.1
Full-time Study of Nursing	24.0	1.9
Full-time Employment in Non-nursing	13.0	1.0
"Other" Activities	12.5	1.0
Part-time Study and Part-time Employment In Nursing	7.5	0.6
Part-time Employment in a Non-nursing Job	*6.75	0.5
Full-time Study For a Non-nursing Job	5.0	0.4
Total	**1174.5	94.2

*These figures resulted from the years reported in part-time activities having been converted into equivalent years of full-time activity by counting part-time as half-time.

**The discrepancy between the total potential years available, 1,245, and the number of years reported in all activities, 1,774.5,is equal to the sum of the 63.75 years spent in part-time employment in nursing and the 6.75 years spent in part-time employment in non-nursing, namely 70.5 years.

There were 9 respondents who used the "other" option in Question 5. There were 2 who reported 3 years and 1 year, respectively, spent in part-time study and part-time employment in nursing. Each of the following expenditures of time was specified by 1 respondent:

1 year in full-time employment and full-time study
5 years in part-time study
0.5 year in part-time study in non-nursing
3 years in study and research in psychology
1 year in full-time study and part-time employment in nursing
2 years as a childbirth education teacher
0.5 year on maternity leave.

Some of these "other" category responses could have been recategorized in the existing classifications. The small number of cases, as well as their reclassifications in subsequent schema (Tables A 7, 8 and 9, Appendix A) made this inadvisable here.

The number of years and the percent of the potential five years reported for each activity are presented, by Class, in Table A 6 (See Appendix A).

A summary of the data for the 249 responses, using percentages only, is presented by Class, in Summary Table Q 12 #6

Summary Table Q 12 #6. Percent of Potential Time (Five Years) Spent in Employment, Not Employed, Study and Other, By Class. Q Two

					Employed				Not Employed	Study			Other
Class	Years Since Graduation	Number of Respondents	Potential Years Available	Year of Responses	Full-time as Nurse	Part-time as Nurse	Full-time as Non-nurse	Part-time as Non-nurse	Not Gainfully Employed	Full-time Study of Nursing	Full-time Study of Non-nursing	Part-time Study and Part-time Nursing	Other
1954	18	17	85	1968-1972	37.1	4.7	1.2	1.8	45.3	1.2	1.2	1.2	1.2
1955	17	12	60		60.0	7.9	0.0	0.0	20.8	0.0	0.0	3.3	0.0
1956	16	20	100		44.0	2.0	5.0	0.0	45.0	1.5	0.0	0.0	0.5
1957	15	15	75		38.7	3.7	0.0	0.0	52.7	0.0	0.0	1.3	0.0
1958	14	25	125		49.6	1.6	0.8	0.4	45.6	0.0	0.0	0.0	0.0
1959	13	12	60		21.7	17.9	8.3	3.8	24.2	1.7	0.0	0.0	0.0
1960	12	11	55		52.7	1.4	0.0	0.0	44.5	0.0	0.0	0.0	0.0
1961	11	17	85		22.9	7.4	0.0	0.3	58.2	1.2	0.0	2.4	0.0
1962	10	12	60		35.0	4.2	0.0	0.0	51.7	5.0	0.0	0.0	0.0
1963	9	4	20		40.0	10.0	0.0	0.0	40.0	0.0	0.0	0.0	0.0
1964	8	11	55		47.3	2.7	0.0	0.0	29.1	3.6	3.6	0.0	10.9
1965	7	15	75	1968-1972	58.7	9.3	0.7	0.0	19.3	2.7	0.0	0.0	0.0
1966		21	105	1969-1973	53.3	3.8	0.0	1.2	32.9	1.9	1.9	0.0	0.0
1967		6	30	1970-1974	58.3	6.7	0.0	0.0	21.7	3.5	0.0	0.0	3.3
1968		30	150	1971-1975	61.0	5.2	0.3	0.7	22.3	4.3	0.0	0.0	0.3
1969	7	21	105	1972-1976	68.6	3.6	0.0	0.0	16.2	2.9	0.0	2.4	2.9
Total		249	1245	Av.	48.2	5.1	1.0	0.5	35.5	1.9	0.4	0.6	1.0

The data presented in Summary Table Q 12 #6 provide the basis for the following observations:

four of the activities out of the nine offered as options in Question 5 Q Two account for 90.7% of the 1,245 potential years available in the five year period between questionnaires. These activities were full-time employment in nursing, part-time employment in nursing, full-time study of nursing and not gainfully employed;

regardless of the fact that the five Classes 1965-1969 were all reporting seven years after graduation, the rate of full-time nursing employment tended to increase in direct relation to the year in which Q Two was answered. The one exception is the decrease between the years 1972 and 1973 when the Classes of 1965 and 1966, respectively, reported. This increase in the rate of full-time employment in nursing may be viewed in terms of the substantial nursing salary increases subsequent to 1972 (see discussion of Question 32 in Chapter 4)

higher salaries, as might be expected, helped to retain a greater proportion of respondents in full-time nursing employment during the 1974 to 1976 period, regardless of the fact that they were reporting on a five year period that included their experiences five to seven years out of school which was the period of considerably lower full-time employment in nursing for respondents answering Q One in 1967 (see Summary Table Q 12 #2);

*years 8 to 11 subsequent to graduation yielded a steady decrease in the *percent of potential/actual time in full-time nursing, whereas the years 12 to 18 subsequent to graduation, over all, yielded a slight increase in the percent of P/A time in full-time nursing employment. Using the total Sample, mean P/A in full-time nursing employment was, as follows:*

Graduation-Response Interval	*Mean P/A*
7-18 years	*48.2%*
7 years	*59.6%*
8-11 years	*36.0%*
12-18 years	*43.0%*

no consistency or trend appeared in the percentages for part-time employment in nursing;

the findings concerning the percentages for full-time study of nursing supported those described on page 71. Excluding the findings for the Class of 1962 which were anomalous, the average percentage for the remaining 15 classes was 1.6% which was considerably lower than the average percentage of 2.4% for the total population answering Q One. The availability of the Graduate Program at UTCN in 1972 for respondents seven years after graduation did not appear to have affected the percentage response for them as it may have that of respondents two years after graduation;

these findings reinforced the findings from Q One concerning the proportion of the potential years spent not gainfully employed. The proportion of respondents not gainfully employed at 13 years out of school continued relatively unchanged to 18 years out of school.

**The percent of the potential time that was actually used in any activity is designated hereafter as P/A.*

The percent of potential time spent in full-time employment in nursing by the total population, derived by averaging all the values available for each year since graduation, from both questionnaires, is depicted in Table Q 12 #7.

Table Q 12 #7. Percent of Potential Time Spent in Full-time Employment in Nursing Combining Values from Q One and Q Two

Grad-Resp.. Interval Years	Classes	Years of Reporting	Questionnaire		P/A
18	1954	1972	Q Two		37%
17	1955	1972	Q Two		60%
16	1956	1972	Q Two		44%
15	1957	1972	Q Two		38%
14	1958	1972	Q Two		49%
13	1959 and 1954	1972 and 1967	Q Two	Q One	34%
12	1960 and 1955	1972 and 1967	Q Two	Q One	54%
11	1961 and 1956	1972 and 1967	Q Two	Q One	35%
10	1962 and 1957	1972 and 1967	Q Two	Q One	41%
9	1963 and 1958	1972 and 1967	Q Two	Q One	47%
8	1964 and 1959	1972 and 1967	Q Two	Q One	52%
7	1965, 1960 and 1969	1972, 1967 and 1976	Q Two Q Two	Q One	58%
6	1961	1967		Q One	55%
5	1962	1967		Q One	62%
4	1963	1967		Q One	78%
3	1964	1967		Q One	79%
2	1965 to 1974	1967 to 1976		Q One	84%

As can be seen in Table Q 12 #7, there was an over all decrease in P/A in full-time nursing employment in years 2 to 18 after graduation. The decrease was slight in years 2 to 4. The fifth year after graduation showed a marked drop in P/A. Years 5 to 11 subsequent to graduation yielded a gradual but steady decrease. A variable pattern in the P/A in full-time nursing employment was evident in the period 12 to 18 years subsequent to graduation but the over all decrease continued.

Using the total sample, the mean P/A in full-time nursing employment was, as follows:

Graduation-Response Interval	*Mean P/A*
2-18 years	*53.4%*
2-4 years	*80.3%*
5-11 years	*50.0%*
12-18 years	*45.1%*

The percent of potential time not gainfully employed, derived by averaging all values available for each year since graduation, from both questionnaires, is presented in Table Q 12 #8.

Table Q 12 #8. Percent of Potential Time Spent Not Gainfully Employed Combining Values From Q One and Q Two

Grad-Resp. Interval Years	Classes	Years of Reporting	Questionnaires	P/A
18	1954	1972	Q Two	45%
17	1955	1972	Q Two	20%
16	1956	1972	Q Two	45%
15	1957	1972	Q Two	52%
14	1958	1972	Q Two	45%
13	1959 and 1954	1972 and 1967	Q Two Q One	34%
12	1960 and 1955	1972 and 1967	Q Two Q One	40%
11	1961 and 1956	1972 and 1967	Q Two Q One	48%
10	1962 and 1957	1972 and 1967	Q Two Q One	46%
9	1963 and 1958	1972 and 1967	Q Two Q One	37%
8	1964 and 1959	1972 and 1967	Q Two Q One	31%
7	1964, 1960 and 1969	1972, 1967 and 1976	Q Two,Q One,Q Two	24%
6	1961	1967	Q One	29%
5	1962	1967	Q One	25%
4	1963	1967	Q One	17%
3	1964	1967	Q One	12%
2	1965 to 1974	1967 to 1976	Q One	4%

There was an over all increase in the proportion of actual to potential time not gainfully employed in the years 2 to 18 after graduation. The increase was fairly consistent in the 2 to 11 year range with a variable pattern evident in the 12 to 18 year range.

Using the total sample, the mean P/A not gainfully employed was, as follows:

Graduation-Response Interval	*Mean P/A*
2-18 years	*32.6%*
2-4 years	*11.0%*
5-11 years	*34.3%*
12-18 years	*40.1%*

A comparison was made of the responses to Question 5 on Q Two recorded by respondents who graduated from the generic program and from the registered nurse program. The findings of this comparison in terms of actual time and percent of potential time spent in each type of activity in the five year period since answering Q One are presented in Table Q 12 #9.

Table Q 12 #9. Potential Time, Actual Time and P/A for 5 Year Period Between Q One and Q Two by Respondents' UTCN Program

	Total Population Potential Years 1245		Generic Program Potential Years 1105		Registered Nurse Program Potential Years 140	
Types of Activity	Actual Years	P/A	Actual Years	P/A	Actual Years	P/A
Full-time Employment as a Nurse	600.0	48.2	492.0	44.5	108.0	77.1
*Part-time Employment as a Nurse	63.7	5.1	58.2	5.3	5.5	3.9
Full-time Employment as a Non-nurse	13.0	1.0	7.0	0.6	6.0	4.3
*Part-time Employment as Non-nurse	6.8	0.5	6.8	0.6	0.0	0.0
Full-time Study of Nursing	24.0	1.9	23.0	2.1	1.0	0.7
Full-time Study for Non-nursing Job	5.0	0.4	5.0	0.5	0.0	0.0
Not Gainfully Employed	442.0	33.5	430.5	39.0	11.5	8.2
Part-time Study, Part-time Employ-As Nurse	7.5	0.6	5.0	0.5	2.5	1.8
Other	12.5	1.0	12.5	1.1	0.0	0.0
Total	1174.5	94.3	1040.0	94.2	134.5	96.1

*Converted to full-time equivalents (see Table Q 12 #1).

Significant differences in the proportion of responses between respondents from the two programs were found again here in the same three activities in which they existed in responses to Q One (Table Q 12 #3). These activities were full-time employment in nursing, full-time study of nursing and not gainfully employed.

The registered nurse program respondents reported a 33% greater proportion of time spent in full-time employment in nursing and a 30% smaller proportion not gainfully employed than did generic program respondents. In the third activity in which there was a difference, it was of much less magnitude. Whereas on Q One, registered nurse program respondents manifested a greater participation than did generic program respondents in full-time study of nursing, there was a reversal in Q Two responses, with generic program respondents reporting a higher proportion by 1.4 percentage points.

A final finding of interest was the change appearing in responses concerning full-time employment in non-nursing. Whereas respondents from both programs reported less than 1% participation in this activity on Q One, on Q Two the level of participation had increased approximately ten fold in this activity.

Other comparisons between Q One and Q Two (responses 2 to 13 years and 7 to 18 years after graduation, respectively) suggested consistently high full-time employment among registered nurse program respondents, a smaller proportion of registered nurse program respondents not gainfully employed, an increase in non-employment of generic program respondents (marriage and family ?), increase in part-time employment in nursing for both groups, and an increase in part-time employment in non-nursing for generic program respondents.

The finding, previously noted, that registered nurse program respondents engaged in full-time study of nursing soon after graduation, was substantiated by the finding that less than 1% were in such study seven and more years after graduation.

The detailed findings for Question 5 Q Two were grouped into the four categories described on page 71. The data, reorganized under these four categories, are presented in Table A 7 for the total population, in Table A 8 for generic program respondents and in Table A 9 for registered nurse program respondents. (See Appendix A for these tables.)

A summary of these findings for the five year period between Q One and Q Two for the four categories of nursing employment options (100% of potential years spent in nursing, less than 100% spent in nursing, percent of potential years spent in non-nursing and years never in nursing activities) is presented in Summary Table Q 12 #10.

Summary Table Q 12 #10. Percent of Potential Years in Four Activity Categories by Respondents' UTCN Program

Categories of Nursing Activities During 5 Years Between Q One and Q Two	Total Population Potential Years N=1245 Years	P/A	Generic Program Potential Years N=1105 Years	P/A	Registered Nurse Program Potential Years N=140 Years	P/A
100% in Nursing	560	45.0	460.0	41.6	100.0	71.4
Less Than 100% in Nursing	205	16.5	182.5	16.5	22.5	16.1
Less Than 100% in Non-nursing	225	18.1	212.5	19.2	12.5	8.9
Never in Nursing	255	20.5	250.0	22.6	5.0	3.6
Total	1245	100.1	1105.0	99.9	140.0	100.0

The findings in Table Q 12 #10 again demonstrated the better cost-benefit ratio for registered nurse program respondents as compared to generic program respondents. It was clear that the proportion of the potential five year period that was spent by registered nurse program respondents in 100% nursing activity was significantly higher than the proportion spent by generic program respondents (71.4% vs 41.6%). At the same time, the proportion of the potential five year period spent by registered nurse program respondents never in nursing was much less than the proportion for the generic program respondents (3.6% vs 22.6%).

The detailed responses to Question 12 on Q One and to Question 5 on Q Two for the Two Year-Seven Year Sample are presented in Table A 10.

A comparison was made of the percent of potential time spent in each activity during the first two year period covered in Q One and the subsequent five year period covered in Q Two by the 93 respondents in the Two Year-Seven Year Sample. These findings are summarized in Table Q 12 #11 (see Appendix A for source table).

Summary Table Q 12 #11. Percent of Potential Years for Two Year-Five Year Periods by 9 Activity Options for Two Year-Seven Year Sample.

	Q One-2 Years After Graduation		Q Two-5 Years Between Q One and Q Two	
	Potential Years N=186	P/A	Potential Years N=465	P/A
Full-time Employment As Nurse	158.0	84.9	281.0	60.4
*Part-time Employment As Nurse	3.7	2.0	24.4	5.2
Full-time Employment As Non-nurse	1.5	0.8	1.0	0.2
*Part-time Employment As Non-nurse	0.0	0.0	2.3	0.5
Full-time Study of Nursing	0.9	4.8	8.5	1.8
Full-time Study for Non-nursing Job	0.0	0.0	2.0	0.4
Not Gainfully Employed	4.5	2.4	106.0	22.8
Part-time Study, Part-time Employment in Nursing	1.0	0.5	2.5	0.5
Other	0.0	0.0	4.5	1.0

*Converted to full-time equivalents.

For this small Sample it appeared that the movement away from full-time employment and full-time study of nursing in the five year period between answering Q One and Q Two was absorbed, to a small degree, by the increase in part-time employment in nursing, but mainly by not being gainfully employed. There was a 27 percentage point drop from these first two activities and a 23 percentage point gain in the latter two activities over the five year period. This finding corroborated previous findings in this study to the effect that UTCN graduates shifted away from nursing activities toward non-nursing activities (presumably marriage and family respondibilities) starting noticeably after the fourth year after graduation.

Question 13: "How many different employers have you had? Count each employer only once. (Circle One)"

There were 522 usable responses and they are presented in descending order of frequency in Table Q 13 #1.

Table Q 13 #1. Rate of Number of Employers

Number of Employers	Responses N	Total Responses %
Two	186	35.6
One	129	24.7
Three	120	23.0
Four	33	6.3
Five	25	4.8
Six	13	2.5
Seven	7	1.3
Eight	6	1.1
Nine or More	2	0.4
None	1	0.2
Total	522	99.9

A comparison was made of the responses to Question 13 by graduates who answered Q One two years, three to seven years and eight to thirteen years after graduation. These findings are presented in Table Q 13 #2.

Table Q 13 #2. Numbers of Employers By Three Graduation-Response Intervals

	Graduation-Response Intervals					
	2 Years		3-7 Years		8-13 Years	
	Responses		Responses		Responses	
Number of Employers	N	%	N	%	N	%
Nine or More	1	0.4	0	0.0	1	0.6
Eight	1	0.4	1	1.1	4	2.6
Seven	3	1.1	0	0.0	4	2.6
Six	3	1.1	0	0.0	10	6.5
Five	2	0.7	7	8.0	16	10.4
Four	5	1.7	9	10.3	19	12.3
Three	58	20.6	18	20.7	44	28.6
Two	120	42.7	32	36.8	34	22.0
One	87	31.0	20	23.0	22	14.3
None	1	0.4	0	0.0	0	0.0
Total	281	100.1	87	99.9	154	99.9

The findings presented in Tables Q 13 #1 and #2 indicated that:

approximately 90% of the 522 respondents had 4 or less employers during their nursing work years;

of the 281 respondents, who had only two years of work experience to report on, 95% had 3 or less employers;

as might be expected, with the longer graduation responses intervals, the respondent was more likely to have had a larger number of employers;

however, only 28 respondents, 5.4% of the total, reported having had six or more employers.

A comparison was made of the number and percent of responses to the options in Question 13 Q One recorded by respondents who graduated from the generic program and the registered nurse program. These findings are presented in Table Q 13 #3.

Table Q 13 #3. Rate of Number of Employers by Respondents' UTCN Program

	Total Population		Generic Program		Registered Nurse Program	
Number of Employers	Responees N	%	Responses N	%	Responses N	%
Nine or More	2	0.4	2	0.4	0	0.0
Eight	6	1.1	3	0.7	3	4.0
Seven	7	1.3	6	1.3	1	1.4
Six	13	2.5	11	2.5	2	2.7
Five	25	4.8	20	4.5	5	6.7
Four	33	6.3	32	7.1	1	1.4
Three	120	23.0	111	24.7	9	12.2
Two	186	35.6	161	35.9	25	33.8
One	129	24.7	101	22.5	28	37.8
None	1	0.2	1	0.2	0	0.0
Total	522	99.9	448	99.8	74	100.0

The findings of this comparison indicated that:

slightly larger proportions of the respondents from the registered nurse program group reported having had between 5 and 8 employers than was the case for the respondents from the generic program group;

The respondents from the registered nurse program group reported a significantly larger proportion who had only one employer, by 15 percentage points;

the registered nurse program group also reported a significantly lower proportion who had 3 employers, by 12 percentage points;

for all the remaining numbers of employers, the proportion of responses from the two groups were almost identical.

No additional comparison was made by graduation response intervals because of the small number of registered nurse program respondents.

The Vanderbilt Study does not contain data concerning numbers of employers. The NLN Study[1] contains similar but not identical information. The NLN questionnaire asked, "How many times have you changed position or type of work since graduation? (Do not count promotion or change of floor or unit within one institution)" If no "change of position or type of work" is interpreted as having one employer and one "change" as having two employers, then the NLN Study findings can be compared with the UTCN Study findings.

The baccalaureate graduates reporting one and five years after graduation in the NLN Study were compared with generic program graduates reporting 2 and 3-7 years after graduation in the UTCN Study. These findings are presented in Table Q 13 #4.

Table Q 13 #4. Number and Percent of Employers by Graduation-Response Interval and By UTCN and NLN Studies

Number of Employers	NLN One Year N	NLN One Year %	UTCN 2 Years N	UTCN 2 Years %	NLN Five Years N	NLN Five Years %	UTCN 3-7 Years N	UTCN 3-7 Years %
One	788	48.8	69	28.9	191	12.0	14	18.7
Two	618	38.2	104	43.5	244	15.3	28	37.3
Three	167	10.3	53	22.2	364	22.9	17	22.7
Four	36	2.2	5	2.1	411	25.8	9	12.0
Five or More	7	0.4	8	3.3	382	24.0	7	9.3
Total	*1616	99.9	239	100.0	*1592	100.0	75	100.0

*The responses for "Ambiguous, other & no response" in the NLN data were omitted from this comparison.

The findings presented in this comparison indicated that:

the difference between two years and one year in the reporting time in the first comparison had relatively little influence on the findings;

despite the fact that the UTCN respondents had twice as much time to work for an increasing number of employers, 95% of their responses are concentrated in the range of three or fewer employers, compared to 97% of the NLN responses;

this relatively lower rate of mobility for the UTCN respondents was *evident again in the second comparison, i.e., 50% of the NLN respondents, after five years, had four and more employers, whereas only 21% of the UTCN respondents, with up to 7 years to report on, had four or more employers.*

Question 13 was not repeated on Q Two.

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[1] Knopf, L., RN's One and Five Years After Graduation, Table #19 p 22

REGIONS OF EMPLOYMENT

Question 14. "Indicate each region in which you have been employed full-time or part-time for one year or more. (Circle all that apply)"

There were 662 usable responses and they are presented in descending order of frequency in Table Q 14 #1.

Table Q 14 #1. Rate of Nursing Employment by Region/Country

*Region	Responses N	Responses %
East South Central	427	64.5
South Atlantic	62	9.4
West South Central	44	6.6
Pacific	41	6.2
Mountain	23	3.5
Foreign Countries	18	2.7
East North Central	17	2.6
Middle Atlantic	13	2.0
West North Central	11	1.7
New England	6	0.9
Total	662	100.1

The foreign countries in which respondents were employed, in descending order of the number of responses for each, are as follows:

Seven in Germany
Two in Japan
One each in Republic of the Congo, Liberia, Tanzania, Taiwan, Cameroon, Panama Canal Zone, France and Rhodesia

*For States included in each Region see Table Q 1 #1 Chapter 1

A comparison was made of the percent of responses recorded for each region in Question 1 (region of origin) and Question 14 (region of employment for one year or more). The findings of this comparison are presented in Table Q 14 #2.

Table Q 14 #2. Percent of Responses for Region of Origin and Region of Employment, by Regions

Region	Percent of Responses For Region of Origin N=526	Percent of Responses For Region of Employment N=662
New England	0.0	0.9
Middle Atlantic	1.7	2.0
South Atlantic	4.4	9.4
East South Central	79.5	64.5
West South Central	6.8	6.6
East North Central	2.8	2.6
West North Central	2.8	1.7
Mountain	0.0	3.5
Pacific	0.4	6.2
Foreign Country	1.5	2.7
Total	99.9	100.1

The findings in Table Q 14 #2 indicated that the three contiguous regions, the East South Central, West South Central and South Atlantic that accounted for the home states of 476, or 90.5%, of respondents to Question 1, accounted for only 533, or 80.5%, of employment sites.

Comparing the responses to Question 1 and Question 14 on a region by region basis, we can conveniently characterize a region as having

> *a "gain" relationship with the College if the percent of responses regarding employment in the region exceeds the percent of respondents who came from that region by 3.0%;*
>
> *a "neutral" relationship with the College if the percent of responses regarding employment in the region does not differ from the percent of respondents who came from that region by + or - more than 2.9%;*
>
> *a "loss" relationship with the College if the percent of responses regarding employment in the region is less than the percent of respondents who came from that region by 3.0%.*

Using these criteria we found that the following regions qualified for the "gain" relationship:

Region	*Percent Differential*
Pacific	*+5.8*
South Atlantic	*+5.0*
Mountain	*+3.5*

the "neutral" relationship:

West North Central	-1.1
Foreign Countries	+1.0
New England	+0.9
Middle Atlantic	+0.3
East North Central	-0.2
West South Central	-0.2

the "loss" relationship:

East South Central	-14.8

It appeared that the negative differential of 14.8 percent for the East South Central Region was accounted for almost exactly by the sum of the "gain" differentials reported for the three regions which enjoyed that relationship with the College of Nursing, i.e., the Pacific, South Atlantic and Mountain Regions.

An examination was made of responses to Question 14 Q One to determine the rate of employment that was reported outside the three contiguous regions, "the South," by Class. The findings of this examination are presented in Table Q 14 #3.

Table Q 14 #3. Rate of Responses for Employment for One Year or More in Regions Outside "the South," by Class

Class	Grad-Resp. Interval In Years	Responses N	%
1954	13	4	12.9
1955	12	9	30.0
1956	11	16	32.8
1957	10	10	25.6
1958	9	9	18.7
1959	8	5	19.3
1960	7	3	11.6
1961	6	11	35.5
1962	5	9	29.0
1963	4	1	11.1
1964	3	7	28.0
1965	2	3	15.0
1966	↑	3	10.7
1967		3	18.6
1968		7	16.0
1969		7	18.9
1970		5	12.5
1971		7	18.4
1972		6	2.4
1973	↓	1	3.8
1974	2	3	7.1
Total		129	19.5 Av.

The findings in Table Q 14 #3 indicated that, of employment reported outside the three contiguous regions, 65% was attributable to respondents who answered Q One from 3-13 years after graduation, while only 35% was attributable to those who answered 2 years after graduation.

This led to the conclusion that initial employment was found in the contiguous regions and that employment outside the contiguous regions came later in the respondents' work experience.

A comparison was made of the number and percent of responses concerning regions of employment in Question 14 Q One recorded by respondents who graduated from the generic program and from the registered nurse program. These findings are presented in Table Q 14 #4.

Table Q 14 #4. Rate of Employment By Region and By Respondents' UTCN Program

Region of Employment 1 Year or More	Total Population Responses N	%	Generic Program Responses N	%	Registered Nurse Program Responses N	%
New England	6	0.9	5	0.9	1	1.1
South Atlantic	62	9.4	52	9.1	10	10.7
East South Central	427	64.5	359	63.1	68	73.1
Middle Atlantic	13	2.0	12	2.1	1	1.1
West South Central	44	6.6	40	7.0	4	4.3
East North Central	17	2.6	14	2.5	3	3.2
West North Central	11	1.7	10	1.8	1	1.1
Mountain	23	3.5	21	3.7	2	2.1
Pacific	41	6.2	39	6.9	2	2.1
Foreign Country(s)	18	2.7	17	3.0	1	1.1
Total	662	100.1	569	100.1	93	99.9

There was evidence here of a lower level of mobility out of the contiguous regions by graduates of the registered nurse program than by graduates of the generic program.

Question 14 was repeated on Q Two as Question 4. Respondents were asked to indicate each Region in which they had been employed for one year or more since answering the previous questionnaire, circling all regions that applied. There were 231 usable responses and they are presented in descending order of frequency in Table Q 14 #5.

Table Q 14 #5. Rate of Employment By Region 7 to 18 Years After Graduation

Region	Responses N	Responses %
East South Central	126	53.7
South Atlantic	32	13.9
West South Central	23	10.0
Pacific	16	6.9
Foreign Country(s)	8	3.5
Mountain	7	3.0
Middle Atlantic	7	3.0
East North Central	5	2.2
West North Central	5	2.2
New England	4	1.7
Total	231	100.1

3 respondents reported having been employed in West Germany; 1 respondent reported having been employed 1/2 year in Japan and 1/2 year in Yemen. Additional countries in each of which 1 respondent had been employed were Zaire, Liberia, Colombia, Taiwan and Ethiopia.

A comparison of the percent of responses recorded for each region in Questions 1 and 14 on Q One and Question 4 on Q Two is presented in Table Q 14 #6.

Table Q 14 #6. Percent of Responses for Region of Origin and Region of Employment, Q One and Q Two

Region	Q One N=526 Responses for Region of Origin %	Q One N=662 G.R. Interval 2-13 Years Responses For Region of Employment %	Q Two N=231 G.R. Interval 7-18 Years Responses For Region of Employment %
New England	0.0	0.9	1.7
Middle Atlantic	1.7	2.0	3.0
South Atlantic	4.4	9.4	13.9
East South Central	79.5	64.5	53.7
West South Central	6.8	6.6	10.0
East North Central	2.8	2.6	2.2
West North Central	2.8	1.7	2.2
Mountain	0.0	3.5	3.0
Pacific	0.4	6.2	6.9
Foreign Country	1.5	2.7	3.5
Total	99.9	100.1	100.1

As may be seen in Table Q 14 #6, the same three contiguous regions account for 77.6% of the responses to Question 4 on Q Two. The decline continued in the percent of respondents reporting employment in the East South Central Region in comparison to the percent that claimed the region as home when they entered the UTCN.

In the West South Central Region the slight decline was reversed and in the South Atlantic Region the increase in the percent of reported employment continued. The increases in the latter two regions, however, were not sufficient to reverse the direction of the movement in the three regions viewed as a unit.

Using the same criteria for characterizing a region as having the "gain," "neutral" or "loss" relationship with the College that were described on page 91 it was found that the regions that continued to qualify for the "gain" relationship were:

Region	*Percent Differential* *Q One*	*Q Two*
South Atlantic	*+5.0*	*+9.5*
Pacific	*+5.8*	*+6.5*
Mountain	*+3.5*	*+3.0*

One region, the West South Central had moved from being in the position of having a "neutral" relationship to having a "gain" relation with the College:

Region	Percent Differential Q One	Percent Differential Q Two
West South Central	-0.2	+3.2

The regions that continued to qualify for a "neutral" relationship were:

West North Central	-1.1	-0.6
Foreign Countries	+1.0	+1.8
New England	+0.9	+1.7
Middle Atlantic	+0.3	+1.3
East North Central	-0.2	-0.6

The region that continued to qualify for a "loss" relationship was:

East South Central	-14.8	-25.5

The responses contributed by the Two Year-Seven Year Sample to Question 14 Q One and Question 4 Q Two are presented in Table Q 14 #7.

Table Q 14 #7. Region of Employment Two and Seven Years After Graduation

Region	Q One 2 Years After Graduation Responses N	%	Q Two 7 Years After Graduation Responses N	%
New England	3	2.9	3	2.5
South Atlantic	6	5.8	15	12.6
East South Central	73	70.2	65	54.6
Middle Atlantic	1	1.0	1	0.8
West South Central	9	8.7	13	10.9
East North Central	3	2.9	3	2.5
West North Central	0	0.0	2	1.7
Mountain	6	5.8	5	4.2
Pacific	1	1.0	7	5.9
Foreign Countries	2	1.9	5	4.2
Total	104	100.2	119	99.9

The Two Year-Seven Year Sample appeared to be representative of the whole group of respondents in the following aspects:

it was in the East South Central region that the greatest proportion of employment was recorded and that proportion decreased from 70.2 to 54.6% in a direct relationship to the increase in the number of years since graduation;

the responses for the three contiguous regions, the East South Central, the West South Central and the South Atlantic, account for 84.7% and 78.1% of the responses on Q One and Q Two, respectively.

Over the seven year span the regions that qualified for the "gain" relationship with the College of Nursing were:

Region	*Percent Differential Q One*	*Q Two*
South Atlantic	*+1.4*	*+8.2*
Pacific	*+0.6*	*+5.5*
Mountain	*+5.8*	*+4.2*
West South Central	*+1.9*	*+4.1*

The regions that had the "neutral" relationship with the College of Nursing were:

West North Central	*-2.8*	*-1.1*
Foreign Country	*-0.3*	*+2.5*
New England	*+2.9*	*+2.5*
Middle Atlantic	*-0.7*	*+0.9*
East North Central	*+0.1*	*-0.3*

The "loss" relationship was evident in this Sample, as it was for the total group of respondents, for the East South Central Region:

Region	*Percent Differential* *Q One*	*Q Two*
East South Central	*-9.1*	*-24.7*

An examination was made of responses to Question 4 Q Two to determine the rate of employment outside the three contiguous regions, "the South," by Class. The findings from this examination are presented in Table Q 14 #8.

Table Q 14 #8. Rate of Responses for Employment for One Year or More in Region Outside "the South," by Class. Q Two

Class	Grad-Resp. Interval In Years	Responses N	%
1954	18	3	33.3
1955	17	2	20.0
1956	16	6	42.9
1957	15	2	16.7
1958	14	2	11.8
1959	13	1	8.3
1960	12	1	14.3
1961	11	4	36.4
1962	10	2	25.0
1963	9	1	33.3
1964	8	2	22.2
1965	7	4	19.0
1966	↑	5	21.7
1967	|	1	9.1
1968	↓	8	22.9
1969	7	8	27.6
Total		52	22.5 Av.

The findings in Table Q 14 #8 established the fact that 50% of the responses in relation to employment in regions outside the three contiguous regions was contributed by eleven Classes which graduated from 8 to 18 years prior to answering Q Two, while an equal percent was contributed by five Classes which graduated seven years prior to answering Q Two. The division of total respondents along this same line made for two relatively equal groups:

112, or 48.5%, contributed by the 11 Classes, 1954 through 1965
119, or 51.5% contributed by the 5 Classes, 1966 to 1974

Comparing these findings with those derived from responses to Question 14 on Q One on a similar basis, Table Q 14 #3, it appeared that the proportion of responses indicating employment outside the three contiguous regions increased with the increase in the length of time elapsing between graduation and information gathering and that this increase peaked at approximately eleven years after graduation.

Employment reported outside the three contiguous regions accounted for 19.5% of all responses to Question 14 on Q One, while it accounted for 22.5% of all responses to Question 4 on Q Two.

The loss of UTCN graduates experienced by the East South Central region including the State of Tennessee, is part of the population shift known as the "sun belt phenomenon." The regions that have gained UTCN graduates include the States of California, Hawaii and Arizona.

There are no findings reported on this subject of nursing employment by geographic region in either the Vanderbilt Study or the NLN Study that can be used as the basis for a valid comparison with the UTCN Study findings.

RATE OF EMPLOYMENT IN TENNESSEE

Question 15. "Indicate the total length of time you have been employed as a nurse, full-time and part-time, in Tennessee. Round more than one-half year to a full year."

There were 518 usable responses and they are presented in descending order of frequency in Table Q 15 #1.

Table Q 15 #1. Percent of Responses for Time Employed as Nurse, Full-time and Part-time, in Tennessee

Time Employed In Nursing in Tennessee	Number of Responses	Percent of Responses
Two Years	191	36.9
One Year	122	23.6
None	94	18.1
Three Years	28	5.4
Four Years	21	4.1
Nine Years	14	2.7
*Eleven to Fifteen Years	13	2.5
Five Years	9	1.7
Eight Years	9	1.7
Six Years	5	1.0
Seven Years	5	1.0
*Sixteen Years or more	4	0.8
Ten Years	3	0.6
Total	518	100.1

*In designing Q One the possibility of graduates being entitled to claim more than thirteen years of employment in nursing in Tennessee was allowed for because of the existence of the RN 1 and 2 groups of graduates in the Study. See Introduction, page 2. The responses tabulated in the "eleven through fifteen years" category include those made by generic program respondents and registered nurse program respondents who graduated in 1954, 1955 and 1956, and those made by registered nurse program respondents only who graduated in later classes. Responses tabulated in the "sixteen years and more" category were made only by respondents from the registered nurse program group.

The percent of responses that indicated employment as a full-time and part-time nurse in Tennessee is presented, by each time period and by Class, in Table Q 15 #2.

Table Q 15 #2. Percent of Responses, by Class, For Each Time Period (Years) Spent In Full-time and Part-time Employment As a Nurse In Tennessee

Class	Grad-Resp. Interval	Responses N	None %	1 Yr. %	2 Yrs. %	3 Yrs. %	4 Yrs. %	5 Yrs. %	6 Yrs. %	7 Yrs. %	8 Yrs. %	9 Yrs. %	10 Yrs. %	11 to 15 Yrs. %	16 or More Yrs. %
1954	13	22	4.5	27.3	18.2	9.1	0.0	4.5	4.5	0.0	4.5	9.1	4.5	13.6	0.0
1955	12	20	20.0	30.0	5.0	10.0	5.0	0.0	5.0	0.0	0.0	0.0	0.0	**20.0	*5.0
1956	11	33	30.3	15.2	12.1	9.1	12.1	3.0	0.0	3.0	6.1	0.0	3.0	***6.0	0.0
1957	10	26	15.4	23.1	7.7	11.5	7.7	3.8	0.0	0.0	7.7	15.4	3.8	0.0	*3.8
1958	9	33	15.2	12.1	18.2	9.1	0.0	3.0	0.0	3.0	6.1	24.2	0.0	*3.0	0.0
1959	8	19	21.1	15.8	15.8	5.3	10.5	5.3	5.3	0.0	10.5	0.0	0.0	****10.5	0.0
1960	7	20	10.0	30.0	15.0	15.0	10.0	5.0	0.0	15.0	0.0	0.0	0.0	0.0	0.0
1961	6	19	15.8	31.6	10.5	5.3	10.5	5.3	10.5	0.0	0.0	0.0	0.0	*5.3	*5.3
1962	5	21	23.8	14.3	14.3	23.8	23.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1963	4	7	0.0	28.6	14.3	14.3	42.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1964	3	19	31.6	21.1	21.1	21.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	*5.3
1965	2	20	20.0	25.0	55.0										
1966	↑	27	29.6	22.2	48.1										
1967		12	8.3	50.0	41.7										
1968		35	28.6	28.6	42.9										
1969		31	6.5	29.0	64.5										
1970		37	5.4	32.4	62.2										
1971		31	22.6	16.1	61.3										
1972		21	33.3	4.8	61.9										
1973	↓	24	20.8	20.8	58.3										
1974	2	41	9.8	29.3	60.9										
Total		518													

*Represents 1 respondent from Registered Nurse Program
**Represents 2 respondents from Registered Nurse Program
***Includes 1 respondent from Registered Nurse Program
****Includes 2 respondents from Registered Nurse Program

A comparison was made of the number and percent of responses recorded for each of the 13 options in Question 15 Q One by respondents who graduated from the generic program and the registered nurse program. The findings of this comparison are presented in Table Q 15 #3.

Table Q 15 #3. Percent of Responses for Time Employed in Nursing in Tennessee by Respondents' UTCN Program

Years of Full-time and Part-time Employment As Nurse In Tennessee	Total Population N	Total Population %	Generic Program N	Generic Program %	Registered Nurse Program N	Registered Nurse Program %
None	94	18.1	85	19.2	9	12.0
One	122	23.6	111	25.1	11	14.7
Two	191	36.9	163	36.8	28	37.3
Three	28	5.4	25	5.6	3	4.0
Four	21	4.1	19	4.3	2	2.6
Five	9	1.7	9	2.0	0	0.0
Six	5	1.0	4	0.9	1	1.3
Seven	5	1.0	4	0.9	1	1.3
Eight	9	1.7	6	1.4	3	4.0
Nine	14	2.7	8	1.8	6	8.0
Ten	3	0.6	3	0.7	0	0.0
Eleven to Fifteen	13	2.5	6	1.4	7	9.3
Sixteen or More	4	0.8	0	0.0	4	5.3
Total	518	100.1	443	100.0	75	99.8

Since the years elapsed between graduation and the date of answering the questionnaire were not uniform for all respondents, an alternate way of evaluating these responses is to compare them, Class by Class, on the basis of the actual time spent in Tennessee compared to the potential time available to each Class. This method was used in evaluating responses to Question 12 Q One. The findings derived from this consideration of the data are presented in Table Q 15 #4.

Table Q 15 #4. Number of Years and Percent of Potential Years Spent in Nursing Employment in Tennessee, By Class

Class	Grad-Resp. Interval In Years	Responses N	Potential Years	Years In Tennessee	Percent of Potential Years In Tennessee
1954	13	22	286	106	37.1
1955	12	20	240	88	36.7
1956	11	33	363	98	27.0
1957	10	26	260	110	42.3
1958	9	33	297	168	56.6
1959	8	19	152	58	38.2
1960	7	20	140	55	39.3
1961	6	19	114	65	57.0
1962	5	21	105	44	41.9
1963	4	7	28	19	67.9
1964	3	19	57	40	70.2
1965	2	20	40	27	67.5
1966	↑	27	54	32	59.3
1967		12	24	16	66.7
1968		35	70	40	57.1
1969		31	62	49	79.0
1970		37	74	58	78.4
1971		31	62	43	69.4
1972		21	42	27	64.3
1973	↓	24	48	33	68.8
1974	2	41	82	62	75.6
Total		518	2600	1238	Av. 47.6

Table Q 15 #4 findings, concerning employment in Tennessee by UTCN graduates, indicated a relatively consistent range for those respondents reporting two years after graduation (57.1% to 79% of potential time) employed in Tennessee. However, with the fifth year subsequent to graduation, a consistent drop in Tennessee nursing employment emerged, ranging from 27% to 57% of potential time. The previous findings (see discussion of responses to Question 12 Q One) of a drop in nursing employment as a whole were true also for employment as a nurse in Tennessee.

There were 443 graduates of the generic program among the 518 respondents to Question 15 Q One. They reported a total of 966 years of employment in nursing in Tennessee out of a potential of 2240 years, an average value of 43.1%.

There were 75 graduates of the registered nurse program who responded to Question 15 Q One. Their responses were tabulated separately, using the potential/actual time formula. The findings are presented in Table Q 15 #5.

Table Q 15 #5. Percent of Potential Time Employed in Nursing in Tennessee By Registered Nurse Program Respondents, By Class

Class	Grad-Resp. Interval In Years	Responses N	Potential Years	Years In Tennessee	Percent of Potential Years In Tennessee
1954	13	3	39	17	43.6
1955	12	3	36	36	100.0
1956	11	1	11	11	100.0
1957	10	4	40	27	67.5
1958	9	8	72	59	81.9
1959	8	3	24	18	75.0
1960	7	2	14	8	57.1
1961	6	3	18	14	77.8
1962	5	1	5	4	80.0
1963	4	1	4	4	100.0
1964	3	5	15	12	80.0
1965	2	4	8	6	75.0
1966	↑	6	12	6	50.0
1967	│	0	0	0	0.0
1968	│	3	6	5	83.3
1969	│	5	10	8	80.0
1970	│	1	2	2	100.0
1971	│	8	16	12	75.0
1972	│	3	6	6	100.0
1973	↓	3	6	3	50.0
1974	2	8	16	14	87.5
Total		75	360	272	Av. 75.5

A comparison between the percent of potential time spent by registered nurse respondents, Table Q 15 #5, and that spent by the total population, Table Q 15 #4, indicated that

respondents in the registered nurse program group contributed proportionately more time as employed nurses in Tennessee than did the respondents of the total population which included the registered nurse program group;

the registered nurse program group constituted just under 15% of the total population, yet, on the average, they contributed 30% more time to employment in Tennessee than did the total population;

there were no registered nurse program graduates in the Class of 1967; in the case of only two other Classes, namely those of 1966 and 1973, was the proportion of time employed in nurseing in Tennessee less for the registered nurse program group of respondents than for the total population;

of further interest was the fact that the fourth year post-graduation break point noted for the total population (Table Q 15 #4) was due to generic program respondents since Table Q 15 #5 clearly indicated no such break point for registered nurse program respondents.

Question 15 was repeated on Q Two as Question 2 with the stipulation that it be answered for the five year period that had elapsed since the respondent answered Q One. There were 248 usable responses and they are presented in descending order of frequency in Table Q 15 #6.

Table Q 15 #6. Percent of Responses for Time Employed in Nursing in Tennessee Between Q One and Q Two

Time Employed In Tennessee	Number of Responses	Percent of Responses
None	118	47.6
Five Years	67	27.0
Two Years	18	7.3
Four Years	17	6.9
One Year	15	6.0
Three Years	13	5.2
Total	248	100.0

Considering these 248 responses and using the actual/potential years formula for the five year period between Q One and Q Two, it was possible to determine the percent of the potential time/actual time, by Class, that was spent in nursing employment in Tennessee. These findings are presented in Table Q 15 #7.

Table Q 15 #7. Number of Years and Percent of Potential Years Spent In Employment in Nursing in Tennessee Since Answering Q One, By Class

Class	Grad-Resp. Interval In Years	Responses N	Potential Years	Years In Tennessee	Percent of Potential Years In Tennessee
1954	18	17	85	19	22.4
1955	17	12	60	26	43.3
1956	16	20	100	25	25.0
1957	15	15	75	24	32.0
1958	14	25	125	32	25.6
1959	13	12	60	29	48.3
1960	12	10	50	20	40.0
1961	11	17	85	25	29.4
1962	10	12	60	26	43.3
1963	9	4	20	6	30.0
1964	8	11	55	21	38.2
1965	7	15	75	41	54.7
1966	↑	21	105	52	49.5
1967	|	6	30	19	63.3
1968	↓	30	150	67	44.7
1969	7	21	105	61	58.1
Total		248	1240	493	Av. 39.8

Findings in Table Q 15 #7 indicated that the percent of potential time spent in nursing employment in Tennessee for the five year period, by Class, ranged from 22.4% to 63.3%, with an average of 39.8%. This was consistent with the 47.6% findings produced by responses to Question 15 on Q One when it was considered that the larger segment of the total population reporting after only two years out of school on Q One was not present in responses on Q Two.

As might be expected, however, even on Q Two, the respondents in Classes 1965-1969, reporting seven years after graduation were found to have spent 51.6% of the potential five year period in employment in nursing in Tennessee. This is contrasted with 32.6% of potential time spent in nursing in Tennessee for Classes 1954-1964 reporting 8-18 years after graduation.

There were 218 graduates of the generic program among the 248 respondents to Question 2 Q Two. They reported a total of 402 years of employment in nursing in Tennessee out of a potential of 1090 years, an average value of 36.9%.

A comparison was made of the findings on Q One and Q Two concerning respondents' employment in nursing in Tennessee in relation to four time intervals since graduation. Using the potential/actual time formula, responses 2 years, 3 to 13 years, 7 years, and 8-18 years were compared. Data were derived from Tables Q 15 #4 and #7. The findings are presented in Table Q 15 #8.

Table Q 15 #8. Percent of Potential/Actual Time in Nursing Employment in Tennessee By Four Time Intervals

Grad-Resp. Interval In Years	Answered In	Potential Years	Actual Years In Tennessee	Percent of Potential Years In Tennessee
2	1967-1976	558	387	69.4
3-13	1967	2042	849	41.6
7	1972-1976	465	240	51.6
8-18	1972	775	253	32.6

The proportion of the work years spent in Tennessee dropped almost twice as much between the 2 year and the 7 year post-graduation points as it did between the 7 years and the 3 to 13 years or between the latter and the 8 to 18 years periods.

Again, the relatively low value for the period 3 to 13 years since graduation was probably best understood by assuming that this was the period of major marriage and family commitment for the respondents.

These findings for employment in nursing in Tennessee correspond closely to those reported in discussion of findings for Question 12 for changes in the rate of full-time employment in nursing for the total study population, regardless of site of employment.

A comparison was made of the number and percent of responses recorded for each of the 6 options in Question 2 Q Two by respondents who graduated from the generic program and the registered nurse program. The findings of this comparison are presented in Table Q 15 #9.

Table Q 15 #9. Time Employed in Nursing in Tennessee For Five Years Between Q One and Q Two, by Respondents' UTCN Program

Years of Full-time and Part-time Employment As Nurse in Tennessee	Total Population		Generic Program		Registered Nurse Program	
	N	%	N	%	N	%
None	118	47.6	109	50.0	9	30.0
One	15	6.0	13	6.0	2	6.7
Two	18	7.3	17	7.8	1	3.3
Three	13	5.2	13	6.0	0	0.0
Four	17	6.9	14	6.4	3	10.0
Five	67	27.0	52	23.9	15	50.0
Total	248	100.0	218	100.1	30	100.0

A comparison of the findings in Table Q 15 #9 and Q 15 #3 brought forth conclusions similar to those drawn from Tables Q 15 #4 and #5, namely, that respondents in the registered nurse program group contributed proportionately more time as employed nurses in Tennessee in the five year period between answering Q One .and Q Two, than did the respondents of the generic program.

There were 30 graduates of the registered nurse program who responded to Question 2 Q Two. Their responses were tabulated separately, using the potential/actual time formula. These findings are presented in Table Q 15 #10.

Table Q 15 #10. Percent of Potential Time Employed In Nursing In Tennessee by Registered Nurse Respondents For Five Years Between Q One and Q Two, By Class

Class	Responses N	Potential Years	Years In Tennessee	Percent of Potential Years In Tennessee
1954	1	5	0	0.0
1955	1	5	5	100.0
1956	0	0	0	0.0
1957	1	5	5	100.0
1958	5	25	5	20.0
1959	1	5	0	0.0
1960	0	0	0	0.0
1961	3	15	14	93.3
1962	1	5	5	100.0
1963	1	5	5	100.0
1964	2	10	10	100.0
1965	2	10	10	100.0
1966	5	25	14	56.0
1967	0	0	0	0.0
1968	2	10	5	50.0
1969	5	25	13	52.0
Total	30	150	91	Av. 60.6

Even though the minimum time since graduation by any of these 30 respondents was seven years, the average percent of potential/actual time of employment in nursing in Tennessee for the five year period was 60.6%. This compares favorably with the values of 75.5% for registered nurse program respondents on Q One, Table Q 15 #5, 43.1% for generic program respondents on Q One, page 105 and 36.9% for generic respondents on Q Two, page 108.

The responses contributed by the 93 persons in the Two Year-Seven Year Sample to Question 15 on Q One and Question 2 on Q Two are presented in Table Q 15 #11.

Table Q 15 #11. Employment in Tennessee For Two Year-Seven Year Sample

Years Employed In Nursing In Tennessee	Questionnaire One 2 Years After Graduation Responses N	%	Questionnaire Two 5 Years After Q One Responses N	%
None	19	21.6	25	26.9
One	21	23.9	9	9.7
Two	48	54.5	12	12.9
Three	0	0.0	10	10.8
Four	0	0.0	8	8.6
Five	0	0.0	29	31.2
Total	88	100.0	93	100.1

When they responded two years after graduation, 69, or 78.4%, of the Sample indicated that they had been employed from one to five years in Tennessee. The 29 respondents out of these 68 who had been employed the full five years in Tennessee constituted 42.6%.

The fact that only an additional 6 respondents left employment in nursing in Tennessee in this five year period was evidence of a high retention rate for the State, at least for this Sample.

The findings for the respondents in the Two Year-Seven Year Sample in relation to employment in nursing in Tennessee were considered, using the potential/actual time formula. These findings are presented in Table Q 15 #12.

Table Q 15 #12. Percent of Potential Time Spent in Employment in Nursing In Tennessee by Respondents in Two Year-Seven Year Sample

	Questionnaire One 2 Years After Graduation			Questionnaire Two 5 Years After Q One		
Years Employed In Nursing In Tennessee	Potential Years	Actual Years	Percent of Potential Years	Potential Years	Actual Years	Percent of Potential Years
None	38	0	0.0	125	0	0.0
One	42	21	11.9	45	9	1.9
Two	96	96	54.5	60	24	5.2
Three	0	0	0.0	50	30	6.5
Four	0	0	0.0	40	32	6.9
Five	0	0	0.0	145	145	31.2
Total	176	117	Av. 66.5	465	240	Av. 51.6

The findings presented in Tables Q 15 #11 and #12 corroborate the previously stated finding that there was a considerable drop in employment in nursing, in general and in Tennessee, between the first and the seventh year after graduation. (See discussion of responses to Question 12 Q One and Question 5 Q Two.)

In conjunction with the 33% of potential time lost to Tennessee by respondents two years out of school, this 14.7% decrease in potential time over the next five years made it evident that efforts should be made toward retaining UTCN graduates in employment in nursing in Tennessee in the first five to seven years after graduation to get a better cost-benefit ratio for the State's investment in the College.

RATE OF EMPLOYMENT IN MEMPHIS

Question 16. "Indicate the total length of time you have beeen employed as a nurse, full-time and part-time, in Memphis. (Circle one number. Round more than one-half year to a full year.)"

There were 518 usable responses and they are presented in descending order of frequency in Table Q 16 #1.

Table Q 16 #1. Time Employed As a Nurse Full-time and Part-time in Memphis

Time Employed In Nursing In Memphis	Number of Responses	Percent of Responses
None	190	36.7
One Year	124	23.9
Two Years	110	21.2
Three Years	29	5.6
Eleven to Fifteen Years	16	3.1
Four Years	15	2.9
Five Years	9	1.7
Nine Years	6	1.2
Sixteen Years or More	5	1.0
Seven Years	4	0.8
Ten	4	0.8
Six Years	3	0.6
Eight Years	3	0.6
Total	518	100.1

Of the total 328, or 63.3%, had been employed in Memphis for one year or more; of those who had been employed in Memphis, 287, or 87.5%, had been employed from one to five years.

A comparison was made of the number and percent of responses recorded for each of the 13 options in Question 16 Q One by respondents who graduated from the generic program and the registered nurse program. The findings of this comparison are presented in Table Q 16 #2.

Table Q 16 #2. Percent of Responses for Time Employed in Nursing in Memphis by Respondents' UTCN Program

Years of Full-time and Part-time Employment As Nurse In Memphis	Responses					
	Total Population		Generic Program		Registered Nurse Program	
	N	%	N	%	N	%
None	190	36.6	166	37.5	24	32.0
One	124	23.9	114	25.7	10	13.3
Two	110	21.2	91	20.5	19	25.3
Three	29	5.6	27	6.1	2	2.7
Four	15	2.9	13	2.9	2	2.7
Five	9	1.7	9	2.0	0	0.0
Six	3	0.6	1	0.2	2	2.7
Seven	4	0.8	3	0.7	1	1.3
Eight	3	0.6	1	0.2	2	2.7
Nine	6	1.2	3	0.7	3	4.0
Ten	4	0.8	4	0.9	0	0.0
Eleven to Fifteen	16	3.1	8	1.8	8	10.7
Sixteen or More	5	1.0	3	0.7	2	2.7
Total	518	100.1	443	99.9	75	100.1

A comparison was made of the potential time and the actual time in years (P/A) spent in employment in nursing in Memphis, by Class. This method was used in evaluating responses to Question 12 Q One. The findings are presented in Table Q 16 #3

Table Q 16 #3. Number of Years and Percent of Potential Years Spent In Employment in Nursing in Memphis, By Class

Class	Grad-Resp. Interval In Years	Responses N	Potential Years	Years In Memphis	Percent of Potential Years In Memphis
1954	13	22	286	53	18.5
1955	12	20	240	78	32.5
1956	11	33	363	67	18.5
1957	10	26	260	59	22.7
1958	9	33	297	81	27.3
1959	8	19	152	58	38.2
1960	7	20	140	51	36.4
1961	6	19	114	60	52.6
1962	5	22	110	30	27.3
1963	4	7	28	14	50.0
1964	3	19	57	32	25.5
1965	2	20	40	21	52.5
1966	↑	27	54	24	44.5
1967		12	24	15	62.5
1968		34	68	35	51.5
1969		31	62	33	53.2
1970		37	74	41	55.0
1971		32	64	30	46.9
1972		20	40	17	42.5
1973	↓	24	48	25	52.1
1974	2	41	82	52	63.4
Total		518	2603	876	Av. 33.7

The findings presented in Table Q 16 #3 indicated that:

of the Classes 1954-1964 inclusive, only four spent more than the the overall average of 33.7% of their potential time in employment in nursing in Memphis, whereas, of the Classes of 1965-1974, inclusive, none spent less than the overall average percent of the potential time;

it seemed clear that about half of those graduates who had only been in nursing two years had practiced in Memphis;

furthermore, it appeared that the longer an individual nurse graduate had practiced, the more likely it was that the practice had been away from Memphis.

There were 443 graduates of the generic program among the 518 respondents to Question 16 on Q One. They reported a total of 669 years of employment in nursing in Memphis out of a potential of 2243 years, an average value of 29.8%.

There were 75 graduates of the registered nurse program who responded to Question 16 on Q One. Their responses were tabulated separately using the potential over actual (P/A) time formula. These findings are presented in Table Q 16 #4.

Table Q 16 #4. Percent of Potential Time Spent in Nursing Employment in Memphis by Registered Nurse Program Respondents, By Class

Class	Grad-Resp. Interval In Years	Responses N	Potential Years	Years In Memphis	Percent of Potential Years In Memphis
1954	13	3	39	0	0.0
1955	12	3	36	30	83.3
1956	11	1	11	11	100.0
1957	10	4	40	25	62.5
1958	9	8	72	41	56.9
1959	8	3	24	18	75.0
1960	7	2	14	7	50.0
1961	6	3	18	14	77.7
1962	5	1	5	4	80.0
1963	4	1	4	4	100.0
1964	3	5	15	9	60.0
1965	2	4	8	2	25.0
1966	↑	6	12	3	25.0
1967	│	0	0	0	0.0
1968	│	3	6	5	83.3
1969	│	5	10	3	33.3
1970	│	1	2	2	100.0
1971	│	8	16	10	62.5
1972	│	3	6	5	83.3
1973	↓	3	6	3	50.0
1974	2	8	16	11	68.8
Total		75	360	207	Av. 57.5

A comparison between the percent of potential time spent by registered nurse program respondents in employment in nursing in Memphis, Table Q 16 #4, and that spent by the generic program respondents indicated that:

the respondents in the registered nurse program group contributed proportionately more time than did the generic program respondents, i.e., 57.5% versus 29.8%;

the registered nurse program group constituted just under 15% of the total population, yet they contributed twice as much to nursing in Memphis as did the generic program population;

there were no registered nurse program graduates in 1967; in the case of only 4 Classes out the remaining 20, was the proportion of time employed in nursing in Memphis less for the registered nurse program group than it was for the generic program group; of further interest is the fact that the proportion of the potential time contributed by registered nurse program respondents to nursing in Memphis increased beyond the 4 year break point, while it decreased for the respondents of the generic program.

A comparison was made of the actual time spent in employment in nursing in Tennessee, Table Q 15 #4, and the portion of that time that was spent in Memphis, Table Q 16 #3, by Class. The findings, expressed in percent of Tennessee time that was spent in Memphis are presented in Table Q 16 #5.

Table Q 16 #5. Percent of Actual Time Employed In Nursing In Tennessee Spent in Memphis, By Class

Class	Years In Tennessee	Years In Memphis	Percent of Tenn. Time In Memphis
1954	106	53	50.0
1955	88	78	88.6
1956	98	67	68.7
1957	110	59	53.6
1958	168	81	48.2
1959	58	58	100.0
1960	55	51	92.7
1961	65	60	92.3
1962	44	30	68.2
1963	19	14	73.7
1964	40	32	80.0
1965	27	21	77.7
1966	32	24	75.0
1967	16	15	93.8
1968	40	35	87.5
1969	49	33	67.3
1970	58	41	70.7
1971	43	30	69.8
1972	27	17	63.0
1973	33	25	75.8
1974	62	52	83.9
Total	1238	876	Av. 70.8

The findings presented in Table Q 16. #5 indicated that:

the popularity of employment in nursing in Memphis in comparison to employment in the rest of Tennessee had not followed a consistent pattern over the period covered by this study;

on the whole, the respondents answering after 2 years of employment experience indicated a slightly higher percent of their Tennessee time as being spent in Memphis, but an inconsistency in this percentage was evident, even among them, from Class to Class.

A comparison was made of the actual time spent in full-time and part-time employment in nursing in Tennessee and the portion of that time that was spent in Memphis, by respondents of the generic program and the registered nurse program. These findings are presented in Table Q 16 #6.

Table Q 16 #6. Percent of Actual Time Employed in Full-time and Part-time Nursing In Tennessee Spent in Memphis, By UTCN Program and By Class

			Generic Program			Registered Nurse Program		
Class	Grad-Resp. Interval Years	Year of Response	Years In Tenn.	Years In Mphs.	Percent of Tenn. Time In Memphis	Years In Tenn.	Years In Mphs.	Percent of Tenn. Time In Memphis
1954	13	1967	89	53	59.6	17	0	0.0
1955	12		52	48	92.3	36	30	83.3
1956	11		87	56	64.4	11	11	100.0
1957	10		83	34	41.0	27	25	92.6
1958	9		109	40	36.7	59	41	69.5
1959	8		40	40	100.0	18	18	100.0
1960	7		47	44	93.6	8	7	87.5
1961	6		51	46	90.2	14	14	100.0
1962	5		40	26	65.0	4	4	100.0
1963	4		15	10	66.7	4	4	100.0
1964	3		28	23	82.1	12	9	75.0
1965	2	1967	21	19	90.5	6	2	33.3
1966		1968	26	21	80.8	6	3	50.0
1967		1969	16	15	93.8	0	0	0.0
1968		1970	35	30	85.7	5	5	100.0
1969		1971	41	30	73.2	8	3	37.5
1970		1972	56	39	69.6	2	2	100.0
1971		1973	31	20	64.5	12	10	83.3
1972		1974	21	12	57.1	6	5	83.3
1973		1975	30	22	73.3	3	3	100.0
1974	2	1976	48	41	85.4	14	11	78.6
Total			966	669	Av. 69.3	272	207	Av. 76.1

In comparing findings for respondents of the 2 programs, it appeared that

registered nurse program graduates, overall, spent a slightly greater proportion of their Tennessee time employed in nursing in Memphis than did respondents of the generic program;

generic program graduates answering 2 years after graduation contributed a slightly higher proportion of their Tennessee time to Memphis than did the generic program graduates answering 3-13 years after graduation;

the above is not the case with the registered nurse program graduates, the size of the difference is less but it is in favor of the respondents answering 3-13 years after graduation.

Question 3 Q Two asked respondents to list the cities and towns in Tennessee in which they had been employed as nurses full-time or part-time for one year or more during the five year interval since they had answered Q One. They were asked to state the length of time of the employment in each city and town.

Using the information provided in responses to Question 5 (periods of time spent in various activities during the five intervening years), Question 2 (periods of time spent in employment in nursing in Tennessee) and Question 3 (periods of time spent in employment in nursing in Memphis), it was possible to calculate, by Class:

(1) the percent of potential time that was actually spent in full-time and part-time employment in nursing

(2) the percent of employed time that was spent in Tennessee

(3) the percent of employed time in Tennessee that was spent in Memphis.

These findings for the generic program respondents, by Class, are presented in Table A 11 and for the registered nurse program respondents by Class, Table A 12 (see Appendix A).

A summary comparison was made of the responses regarding time spent in employment in nursing, time spent in employment in Tennessee and time spent in employment in nursing in Memphis, during the 5 year period between Q One and Q Two by respondents who graduated from the generic program and the registered nurse program. These findings are presented in Summary Table Q 16 #7.

Summary Table Q 16 #7. Summary of Use of Time For 5 Year Period, by Respondents' UTCN Program

	Total Population N=249 (100%)	Generic Program N=219 (87.9%)	Registered Nurse Program N=30 (12%)
Total Potential Years for 5 Year Period	1245.0	1095.0	150.0
Years in Full-Time and Part-time Employment in Nursing	736.5	607.5	129.0
Percent of Potential Time Spent in Full-time and Part-time Employment in Nursing	59.2%	55.5%	86.0%
Years in Employment in Nursing in Tennessee	436.0	347.0	89.0
Percent of Potential Time Spent in Employment in Nursing in Tennessee	35.0%	31.7%	59.3%
Percent of Actual Employed Time Spent in Employment in Nursing in Tennessee	59.1%	57.1%	68.9%
Years of Employment in Nursing in Memphis	240.5	189.5	51.0
Percent of Potential Time Spent in Employment in Nursing in Memphis	19.3%	17.3%	34.0%
Percent of Actual Employed Time Spent in Employment in Nursing in Memphis	32.7%	31.2%	39.5%
Percent of Time Employed in Nursing in Tennessee Spent in Employment in Nursing in Memphis	55.1%	54.6%	57.3%

The findings in Table Q 16 #7 indicated that the registered nurse program respondents, although they constituted only 12% of the population, contributed a significantly greater proportion of their time, than did the generic program respondents, to full and part-time employment in nursing in Tennessee and in Memphis.

The differential between the values for the 2 groups of respondents was greater when the potential years were considered than when the actual employed years were considered, but even in the latter case, the registered nurse program respondents contributed a large portion of their time as employed nurses in Tennessee and Memphis.

An analysis of the more detailed Tables A 11 and A 12 Appendix A yielded more specific comparative information, as follows:

registered nurse program respondents were employed as nurses, full-time and part-time, during the 5 year period under consideration to a considerably greater degree than were the generic program respondents, i.e., 86.0% versus 55.5%;

a substantially greater proportion of the employed time of the registered nurse program respondents was spent in Tennessee, i.e., 68.9% versus 57.1%;

little difference was found in the proportion of employed Tennessee time spent by the 2 groups in Memphis, i.e., 57.3% for the registered nurse program respondents versus 54.6% for the generic program respondents;

it appeared that, at least for this 5 year period, employment in Memphis constituted almost the total employment time in Tennessee for the generic program respondents, i.e., 54.6% for Memphis versus 57.1% for Tennessee; this pattern is by mo means as clear cut for the registered nurse program respondents for whom the proportions are 57.3% for Memphis versus 68.9% for Tennessee for the same period, giving rise to the conclusion that Tennessee, excluding Memphis, profited more from the services of the registered nurse program graduates than from the generic program graduates.

Due to the difference in the wording of Question 16 Q One and Question 3 Q Two and the problem of tabulating responses to Q Two for only those respondents in the Two Year-Seven Year Sample, no consideration of the responses for these questions, by the Sample, was undertaken.

LOCATIONS OF EMPLOYMENT IN TENNESSEE

Question 17 asked respondents to list the cities and towns in Tennessee in which they had been employed as nurses, full-time and part-time, for one year or more. There were 661 usable responses identifying a total of 39 cities and towns. The responses are presented in descending order of frequency in Table Q 17 #1.

Table Q 17 #1. Employment In Nursing In Cities and Towns In Tennessee

City or Town	Responses N	Responses %
Memphis	519	78.4
Knoxville	39	5.9
Nashville	32	4.8
Jackson	9	1.4
Chattanooga	8	1.2
Dyersburg	5	0.8
Morristown, Union City, Johnson City, Sparta and Clarksville (3 responses for each)	15	2.3
Cookeville, Oak Ridge, Camden, Winchester and Gallatin (2 responses for each)	10	1.5
Lewisburg, Bristol, Smithville, Cleveland, Henderson, Dover, Paris, Millington, Sneedville, Pulaski, Ripley, Trenton, Tiptonville, Jefferson City, Dickson, Harriman, Lake City, Savannah, Carthage, Kingsport, Selmer, Maryville, Tazewell and Decaturville (1 response for each)	24	3.6
Total	661	99.9

No comparison was made of the number and percent of responses made by graduates of the generic program and the registered nurse program for Question 17 Q One.

Question 3 Q Two made the same request as that of Question 17 Q One, stipulating that the time span to be reported on was the five years since Q One had been answered. There were 116 usable responses identifying a total of 18 cities and towns. The responses are presented in descending order of frequency in Table Q 17 #2.

Table Q 17 #2. Percent of Responses for Employment in Nursing in Cities and Towns in Tennessee for 5 Years, Q One to Q Two

City or Town	Responses N	Responses %
Memphis	63	54.3
Nashville	16	13.8
Knoxville	12	10.3
Jackson	5	4.3
Lewisburg, Morristown, Bristol, Cookeville, Chattanooga and Johnson City (2 responses for each)	12	10.3
Smithville, Cleveland, Union City, Henderson, Parsons, Dover, Murfreesboro and Tellico Plains (1 response for each)	8	6.9
Total	116	99.9

A comparison was made of the responses on the two questionnaires in relation to only those 18 cities and towns identified in responses to Question 3 Q Two. It was found that these communities were responsible for 624, or 94.3%, of the 661 responses to Question 17 Q One. These 624 responses were considered as 100% for the purpose of comparison with the 116 responses which constituted 100% for Q Two. These findings are presented in Table Q 17 #3.

Table Q 17 #3. Percent of Responses for Employment in Nursing in 18 Locations in Tennessee by Q One and Q Two

	Questionnaire One		Questionnaire Two	
City or Town	Responses N	Responses %	Responses N	Responses %
Memphis	519	83.2	63	54.3
Nashville	32	5.1	16	12.8
Knoxville	39	6.3	12	10.3
Jackson	9	1.4	5	4.3
Chattanooga	8	1.3	2	1.7
Johnson City	3	0.5	2	1.7
Bristol	1	0.2	2	1.7
Cookeville	2	0.3	2	1.7
Lewisburg	1	0.2	2	1.7
Morristown	3	0.5	2	1.7
Union City	3	0.5	1	0.9
Henderson	1	0.2	1	0.9
Cleveland	1	0.2	1	0.9
Smithville	1	0.2	1	0.9
Dover	1	0.2	1	0.9
Parsons	0	0.0	1	0.9
Murfreesboro	0	0.0	1	0.9
Tellico Plains	0	0.0	1	0.9
Total	624	100.3	116	100.1

The cities and towns are listed in descending order of frequency of responses each received on Questionnaire Two. This list of 18 communities contains 3 that were not identified by even 1 response on Q One, namely, Parsons, Murfreesboro and Tellico Plains.

The comparison in Table Q 17 #3 should be viewed in light of the variables that pertained to the time element relating to Q One and Q Two. Persons responding to Q One could identify an experience of one year or more of employment in a community over a span of years ranging from 13 years since graduation down to 2 years since graduation. The proportion of the total 533 potential respondents to Q One who reported on only two years of experience (members of the Classes graduating in 1965 through 1974, inclusive) was 53.5%. This variable, alone, may have influenced the fact that there was a considerable difference between the percent of responses identifying Memphis as a place of employment on Q One and on Q Two.

The proportion of responses indicating employment in the four next largest cities in Tennessee, Nashville, Knoxville, Jackson and Chattanooga, in Q Two was double what it was for Q One. This could be interpreted as indicating that, after a brief period of employment in Memphis immediately after graduation, there was a tendency for a considerable number of respondents to move to employment in one or more of the four other cities.

A further comparison was made of the responses recorded in Question 3 Q Two. This comparison dealt with the number and percent of responses recorded for each of the 18 cities and towns in Tennessee by graduates of the generic program and the registered nurse program. These findings are presented in Table Q 17 #4.

Table Q 17 #4. Percent of Responses for Employment in Nursing in 18 Locations in Tennessee by Respondents' UTCN Program, Q Two

Cities and Towns In Tennessee	Total Population N	Total Population %	Generic Program N	Generic Program %	Registered Nurse Program N	Registered Nurse Program %
Memphis	63	54.3	52	54.2	11	55.0
Nashville	16	13.8	12	12.5	4	20.0
Knoxville	12	10.3	11	11.5	1	5.0
Jackson	5	4.3	5	5.2	0	0.0
Lewisburg	2	1.7	2	2.1	0	0.0
Morristown	2	1.7	2	2.1	0	0.0
Bristol	2	1.7	1	1.0	1	5.0
Cookeville	2	1.7	2	2.1	0	0.0
Chattanooga	2	1.7	2	2.1	0	0.0
Johnson City	2	1.7	0	0.0	2	10.0
Union City	1	0.9	1	1.0	0	0.0
Henderson	1	0.9	1	1.0	0	0.0
Smithville	1	0.9	1	1.0	0	0.0
Parsons	1	0.9	1	1.0	0	0.0
Dover	1	0.9	0	0.0	1	5.0
Cleveland	1	0.9	1	1.0	0	0.0
Murfreesboro	1	0.9	1	1.0	0	0.0
Tellico Plains	1	0.9	1	1.0	0	0.0
Total	116	100.1	96	99.8	20	100.0

The findings in Table Q 17 #4 indicated that although the number of respondents of the registered nurse program was admittedly small, it was evident that the respondents in this small sample tended to be employed in relatively larger communities with the exception of the one respondent who reported employment in Dover, Tennessee.

In general, the communities chosen for practice by the generic and registered nurse program respondents were fairly similar, considering the small number of cases in both groups.

The information supplied by respondents in answering Question 17 Q One included a report of the length of time spent in full-time and part-time employment in each city and town in Tennessee.

In addition to the foregoing information about geographic distribution of respondents who were employed in Tennessee, it was also possible to calculate the percent of the potential time available that was spent employed full-time and part-time in nursing in Tennessee and the percent of the time spent in Tennessee that was spent in Memphis. Combining information contributed by the 533 respondents to Q One on years spent in full-time and part-time employment in nursing from responses to Question 12 and the information on time spent in full-time and part-time employment in nursing in Tennessee and Memphis from responses to Questions 15, 16 and 17, it was possible to calculate the three values that are depicted for each Class in Table Q 17 #5, namely, the percent of potential time available that was spent in full and part-time employment in nursing, the percent of that employed time that was spent in Tennessee and the percent of that Tennessee time that was spent in Memphis. The values depicted in Table Q 17 #5 are different from those contained in the discussion of Question 12 for the following reasons:

1. In tables related to Question 12, time in full-time and part-time employment in nursing were considered separately, while in Table Q 17 #5 time in full-time and part-time employment in nursing were considered together.

2. In tables related to Question 12, in calculating potential time, only the years after graduation with the baccalaureate degree were used, while in Table Q 17 #5, the additional years reported by graduates of the registered nurse program were included in the estimates of the potential a and actual years of employment. These additional years were those between the time the registered nurse qualified with a diploma or associate degree in nursing and the time the baccalaureate degree was earned.

Table Q 17 #5. Percent of Potential Time Spent In Full-time and Part-time Nursing in Tennessee and Percent of Tennessee Time Spent In Memphis, By Class, Q One

Class	Grad-Resp. Interval In Years	Percent of Potential Time Spent in FT and PT Employment In Nursing	Percent of Employed Time Spent In Tennessee	Percent of Tennessee Time Spent In Memphis
1954	13	53	59	48
1955	12	62	52	67
1956	11	53	41	49
1957	10	53	61	46
1958	9	61	71	51
1959	8	63	58	60
1960	7	63	59	55
1961	6	55	55	61
1962	5	67	67	52
1963	4	80	82	75
1964	3	80	45	43
1965	2	82	76	66
1966	↑	79	66	51
1967		100	66	83
1968		91	62	50
1969		91	79	62
1970		91	86	60
1971		93	65	54
1972		89	63	44
1973	↓	94	73	60
1974	2	89	83	78
	Mean of %	75.7	65.2	57.9

The findings presented in Table Q 17 #5 provided the basis for additional conclusions related to the percent of the potential time since graduation spent in full-time and part-time employment in nursing:

the average for the total N is 75.7%, while the values for Classes that graduated prior to 1965 fell in the 53% to 80% range and those for the Classes that graduated from 1965 to 1974 fell in the 79% to 100% range. The 100% employment record was set by the 12 respondents for the Class of 1967. It was evident that the percentage of time spent in employment by those replying to Q One 5 and more years after graduation is appreciably less than the time spent by those who answered from 2 to 4 years after graduation;

it appeared that there was more fluctuation from Class to Class in the percent of employed time that was spent in Tennessee, than there was from Class to Class in the percent of potential time that was spent in full-time and part-time employment in nursing, regardless of the site. As would be expected, the fluctuations from Class to Class in the percent of Tennessee time that was spent in Memphis are less labile, but only slightly so.

The most meaningful interpretation of the findings depicted in Table Q 17 #5 was achieved by converting the precentages into probabilities by two major time intervals since graduation. The percentages were prorated on the basis of 100 respondents. These findings are presented in Table Q 17 #6.

Table Q 17 #6. Estimated Number Out of 100 Respondents Employed, Employed In Tennessee and In Memphis, By 2 Graduation-Response Intervals

	Estimated Number of Respondents Out of 100	
	Graduation-Response Intervals	
Employment In Nursing	2 Years	3-13 Years
Employed	90	63
In Tennessee	65	38
In Memphis	40	21

In this analysis it appeared that the decreasing rate of employment in nursing that has been demonstrated to occur shortly after graduation was evident again here. Although there were 90 out of 100 respondents employed in nursing 2 years after graduation, only 63 of them were employed during the next 11 years (years 3-13 after graduation), a loss of 27 persons.

In Tennessee there were 65 out of 100 respondents employed in nursing 2 years after graduation, and only 38 respondents out of 100 employed in nursing in Tennessee during the years 3-13 after graduation, again a loss of 27 persons.

In Memphis there were 40 respondents out of 100 employed in nursing 2 years after graduation and 21 out of 100 employed in nursing during the 3-13 years after graduation, a slightly smaller loss of 10 persons.

It should be recalled that these findings deal only with respondents who were employed, and do not reflect the respondents who have left Tennessee for other than employment purposes.

Another way, admittedly less accurate, of estimating the contribution that graduates of the College have made to the nursing care of the citizens of Tennessee and Memphis is to determine the number of respondents, by Class, who have ever been employed for a minimum of a year, full-time and part-time in nursing in Tennessee and in Memphis. This information was derived from a person by person tabulation of responses to Question 17 Q One. The findings are presented in Table Q 17 #7.

Table Q 17 #7. Percent of Respondents, by Class, Employed a Minimum of One Year, Full-time and Part-time in Nursing in Tennessee and Memphis

Class	Grad-Resp. Interval In Years	Year of Response	Percent of Respondents Employed in Tennessee	Percent of Respondents Employed in Memphis
1954	13	1967	90	60
1955	12	↑	80	87
1956	11		66	81
1957	10		81	68
1958	9		82	67
1959	8		75	80
1960	7		80	68
1961	6		76	81
1962	5		77	76
1963	4		100	85
1964	3	↓	60	83
1965	2	1967	75	93
1966	↑	1968	67	78
1967		1969	91	90
1968		1970	70	73
1969		1971	87	78
1970		1972	91	67
1971		1973	75	75
1972		1974	63	78
1973	↓	1975	82	73
1974	2	1976	87	91
			Av. 78.7	Av. 77.2

Findings in Table Q 17 #7 made it possible to say that:

on the average, over 75% of the respondents in this Study have been employed in Tennessee for at least one year since graduation;

over 75% of those who worked in Tennessee worked for a minimum of one year in Memphis.

This does not reflect the total number of nursing years contributed to Memphis or the State of Tennessee, but rather, indicates the absolute percentages of UTCN graduates who have nursed in Memphis and in Tennessee for at least one year. A previous analysis presented in Summary Table 16 #7 is much more accurate and meaningful on these dimensions of employment in Tennessee and Memphis.

Combining information obtained in responses to Questions 2, 3 and 5 Q Two, it was possible to compare, by Class, the percent of the potential 5 years that was spent in employment in nursing full-time and part-time, the percent of this time that was spent in Tennessee and the percent of Tennessee time that was spent in Memphis. This comparison is presented in Table Q 17 #8.

Table Q 17 #8. Percent of Potential 5 Year Period Between Q One and Q Two Spent in Full-time and Part-time Employment in Nursing, Employment in Tennessee and in Memphis, By Class

Class	Grad-Resp. Interval In Years	5 Year Period	Percent of Potential Time in FT and PT Nursing Employment	Percent of Employed Time in Tennessee	Percent of Tennessee Time in Memphis
1954	18	1967-72	48	24	18
1955	17	↑	77	33	25
1956	16		48	23	10
1957	15		46	40	20
1958	14		53	32	8
1959	13		58	57	41
1960	12		56	27	27
1961	11		36	25	11
1962	10		53	40	28
1963	9		60	38	25
1964	8	↓	58	27	18
1965	7	1967-72	76	56	56
1966	↑	1968-73	61	56	75
1967		1969-74	72	48	58
1968	↓	1970-75	71	53	22
1969	7	1971-76	78	66	37

A comparison was made of the performance of the respondents to Q Two, by 2 graduation-response intervals, 7 to 10 years and 11 to 18 years. The mean of the percents recorded for these two groups of respondents in the 3 dimensions,

percent of potential 5 years spent in employment in nursing,
percent of employed time spent in Tennessee, and
percent of Tennessee employed time spent in Memphis,

was used in this comparison. The calendar years in which Q Two was answered were 1968-1972 for 11-18 year group and 1972-1976 for the 7-10 group. These findings are presented in Table Q 17 #9.

Table Q 17 #9. Rates of Employment in Nursing, In General, In Tennessee and Memphis For 5 Years Between Q One and Q Two by 2 Graduation-Response Intervals

	Mean of Percent For 8 Classes 1954-1961 11-18 Years After Graduation	Mean of Percent For 8 Classes 1962-1969 7-10 Years After Graduation
Percent of 5 Years In Full-time and Part-time Nursing	52.8%	66.1%
Percent of Employed Time In Tennessee	32.6%	48.0%
Percent of employed Tennessee Time In Memphis	20.0%	39.9%

A comparison was made of mean percent of potential time spent in full-time and part-time employment in nursing, in Tennessee and in Memphis, by 4 graduation-response intervals, derived from responses to Q One and Q Two. (See Tables Q 17 #5 and #9) These findings are presented in Table Q 17 #10.

Table Q 17 #10. Mean Percent of Potential Time Spent in Full-time and Part-time Employment in Nursing, In Employment in Tennessee, In Employment in Memphis, By 4 Graduation-Response Intervals

Graduation-Response Interval	Percent of Potential Time In Employment	Percent of Employed Time In Tennessee	Percent of Tennessee Time in Memphis
2 Years	89	71	60
3-13 Years	62	59	55
7-10 Years	66	48	39
11-18 Years	52	32	20

There was one exception only to the steady decline in employment, employment in Tennessee and employment in Memphis, with the increasing time since graduation. This exception was found in the percent of potential years of full-time and part-time employment, regardless of site and it indicated that a slightly higher proportion of respondents answering Q Two, 7-10 years after graduation, were employed compared with the proportion that was employed among respondents answering Q One 3-13 years after graduation.

With the increase in attention to accountability in higher education for the health care professions, these data may be useful as base rates for studies of cost effectiveness and geographical distribution of graduates.

Using the less accurate method described on page 132 to treat the data derived from Questions 2 and 3 on Q Two, it was possible to determine the percent of the number of respondents, by Class, that had been employed for a year or more, full-time and part-time, in nursing in Tennessee and the percent of those who were employed in Tennessee that had been employed in Memphis. The 5 year periods covered by these questions were:

1968-1972 for Classes 1954 through 1965
1969-1973 for Class 1966
1970-1974 for Class 1967
1971-1975 for Class 1968
1972-1976 for Class 1969

The findings of this comparison are presented in Table Q17 #11.

Table Q 17 #11. Percent of Respondents, By Class, Who Were Employed a Minimum of One Year, Full-time and Part-time in Nursing In Tennessee and In Memphis, In 5 Year Interval Between Q One and Q Two

Class	Grad-Resp. Interval In Years	5 Year Period	Percent of Respondents Employed In Tennessee	Percent of Respondents Employed In Memphis
1954	18	1968-72	24	75
1955	17	↑	33	75
1956	16		30	33
1957	15		40	50
1958	14		32	25
1959	13		67	63
1960	12		27	100
1961	11		28	40
1962	10		46	60
1963	9		50	50
1964	8	↓	27	66
1965	7	1968-72	75	75
1966	↑	1969-73	60	75
1967		1970-74	83	80
1968	↓	1971-75	66	35
1969	7	1972-76	81	59
			Mean 48%	Mean 57%

A comparison was made of the findings regarding the percent of the respondents in each Class that reported having been employed, at least for some time in full-time and part-time nursing in Tennessee and Memphis on Q One and Q Two. For this comparison, the findings in Tables Q 17 #7 and Q 17 #11 were combined in Table Q 11 #12.

Table Q 17 #12. Percent of Respondents, By Class and By Q One and Q Two, Who Were Employed Full-time and Part-time, In Nursing In Tennessee and In Memphis

	Grad-Resp. Interval Q One	Grad-Resp. Interval Q Two	Percent of Respondents Employed In Tennessee		Percent of Respondents Employed In Memphis		Years of Response	
Class	Years	Years	Q One	Q Two	Q One	Q Two	Q One	Q Two
1954	13	18	90	24	60	75	1967	1972
1955	12	17	80	33	87	75	↑	↑
1956	11	16	66	30	81	33		
1957	10	15	81	40	68	50		
1958	9	14	82	32	67	25		
1959	8	13	75	67	80	63		
1960	7	12	80	27	68	100		
1961	6	11	76	28	81	40		
1962	5	10	77	46	76	60		
1963	4	9	100	50	85	50		
1964	3	8	60	27	83	66	↓	↓
1965	2	7	75	75	93	75	1967	1972
1966	↑	↑	67	60	78	75	1968	1973
1967			91	83	90	80	1969	1974
1968		↓	70	66	73	35	1970	1975
1969		7	87	81	78	59	1971	1976
1970			91		67		1972	
1971			75		75		1973	
1972			63		78		1974	
1973	↓		82		73		1975	
1974	2		87		91		1976	
		Mean	78.7%	48.0%	77.2%	57.0%		

In light of the decline in the rate of general employment in direct relation to the years out of school, it is no surprise that Table Q 17 #12 indicated that for no class was there a higher proportion of respondents reporting employment in Tennessee on Q Two than on Q One, a 5 year time interval.

For the 5 Classes answering Q One 2 years after graduation and Q Two 7 years after graduation, the decrease in the proportion reporting employment in Tennessee is small, ranging from 0 to 8 percentage points, with a mean of 5.0%.

For the 2 Classes answering Q One 3 and 4 years after graduation and Q Two 8 and 9 years after graduation, the decreases in proportion are 33 and 50 percentage points, respectively, with a mean of 41.5%.

For the remaining Classes, with one exception, the decrease in proportion of respondents reporting employment in Tennessee on Q Two and Q One ranges from 31 to 66 percentage points. The exception is the Class of 1959, answering 8 and 13 years after graduation, respectively, for which the decrease in the proportion of responses was only 8 percentage points. Including the Class of 1959, the mean is 42.2%. Excluding the Class of 1959, the mean decrease for the 8 remaining Classes is 46.5%.

The general finding, thus, was that the greater the time interval between graduation and reporting, the greater the likelihood of non-employment in nursing in Tennessee. However, a slight reversal of this trend (see Summary Table Q 12 #6) was noted for Classes reporting for 13-18 years after graduation. It was suggested that a small group of graduates may be returning to the practice of nursing in Tennessee at this point which may coincide with greater freedom from family responsibilities.

In contrast to the foregoing statement, there were 2 Classes in which a higher proportion of respondents reported having been employed in nursing in Memphis on Q Two than on Q One. These are the Classes of 1954 and 1960 in which the increase in proportion was 15 and 32 percentage points, respectively. This was interpreted as meaning that 15% more of the 1954 respondents who answered Q Two in 1972 reported having been employed in nursing in Memphis during the 5 years between 1967 and 1972 than reported having been employed in nursing in Memphis during the 13 years between graduation in 1954 and answering Q One in 1967. In the case of the Class of 1960, 32% more of them, responding to Q Two in 1972, reported having been employed in nursing in Memphis during the 5 year period between 1967 and 1972 than reported having been employed in nursing in Memphis in the 7 year period between graduation in 1960 and answering Q One in 1967.

For the 5 Classes answering Q One 2 years after graduation and Q Two 7 years after graduation, the decrease in the proportion reporting employment in nursing in Memphis ranged from 3 to 38 percentage points, with a mean of 17.6.

For the 2 Classes answering Q One 3 and 4 years after graduation and Q Two 8 and 9 years after graduation, the decreases in proportion are 17 and 35 percentage points respectively, with a mean of 26.

Excluding the Classes of 1954 and 1960 considered above, the decrease in the proportion of respondents reporting employment in nursing in Memphis on Q Two from Q One ranged from 12 to 48 percentage points, with a mean of 27.7.

If the differences in the proportion of respondents reporting employment in nursing in Tennessee and in Memphis can be equated with attrition rates in the 2 locations during the 3 time intervals since graduation, it appeared that Tennessee lost the services of UTCN graduates to a lesser extent, roughly one-third, than did Memphis in the 2-7 year period after graduation, but Tennessee as a whole lost these services to a greater extent than did Memphis in the ensuing years after graduation. It appeared that this higher rate of return to nursing employment in Memphis for respondents 12 years of more out of school compared to return to nursing rates for Tennessee as a whole may be understood in terms of the high demand rate for nurses, as well as a noticeable salary level increase starting about 1972 (see responses to Question 32).

EMPLOYMENT AT THE CITY OF MEMPHIS HOSPITAL

Question 25: "Since graduation from the University of Tennessee nursing program(s) have you ever been employed by City of Memphis Hospital (John Gaston Hospital)? Circle One." Respondents were asked to circle "yes" or "no."

There were 519 usable responses of which 174, or 33.5%, were "yes" and 345, or 66.5%, were "no."

A comparison was made of the responses to Question 25 of the number and percent of "yes" and "no" responses on the basis of the respondents' UTCN program and two graduation response intervals. The findings of this comparison are presented in Table Q 25 #1.

Table Q 25 #1. Number and Percent of "Yes" and "No" Responses Concerning Employment At City of Memphis Hospital By Two Graduation-Response Intervals and By Respondents' UTCN Program

	Total Population				Generic Program				Registered Nurse Program			
Graduation Response Interval	Responses				Responses				Responses			
	Yes		No		Yes		No		Yes		No	
	N	%	N	%	N	%	N	%	N	%	N	%
2 Years	78	27.9	201	72.1	72	30.1	167	69.8	6	15.0	34	85.0
3-13 Years	96	40.0	144	60.1	82	39.8	124	60.2	14	41.2	20	58.8
Totals	174	33.5	345	66.5	154	34.6	291	65.4	20	27.0	54	72.9

The findings presented in Table Q 25 #1 indicated that:

employment at the City of Memphis Hospital (John Gaston Hospital) was considerably more popular among generic program respondents answering at 2 years after graduation than it was among registered nurse program respondents at the same interval;

this difference in popularity, however, did not exist between the two groups of respondents that answered from 3-13 years after graduation.

Question 26: Respondents who answered "Yes" to Question 25 were asked to give approximate dates of employment.

The reported time periods were treated as the percent of potential time available to the respondents, by Class, that had actually been spent in employment in the City of Memphis Hospital. Please refer to the findings for Question 12 as described on page 67 for the rationale for, and use of, this method of handling the data. The findings are presented in Table Q 26 #1.

Table Q 26 #1. Percent of Potential Time In Years that Was Actually Spent In Employment At City of Memphis Hospital, By Class

Class	Potential Years	City of Memphis Hospital Employed Years	P/A
1954	299	21.5	7.2
1955	240	18.0	7.5
1956	363	24.0	6.6
1957	270	22.5	8.3
1958	315	20.0	6.3
1959	160	37.0	23.1
1960	140	23.0	16.4
1961	126	28.5	22.6
1962	110	1.0	0.9
1963	28	4.0	14.3
1964	60	6.0	10.0
1965	40	1.5	3.8
1966	56	5.0	8.9
1967	24	2.5	10.4
1968	74	9.5	12.8
1969	64	13.5	21.1
1970	74	18.0	24.3
1971	64	8.0	12.5
1972	44	1.0	2.3
1973	48	8.5	17.7
1974	82	13.5	16.5
Total	2681	286.5	Average of Percents 12.1

Although the percent of potential time that was spent in employment at the City of Memphis Hospital ranges from a high of 24.3% to a low of less than 1.0%, the average of percents is 12.1%. The average of the percents for those responding 3-13 years after graduation, Classes 1954-1964, was 11.2%, while for those replying 2 years after graduation, Classes 1965-1974, it was 13.0% of their potential time.

Question 26 also asked that respondents who had been employed since graduation at the City of Memphis Hospital identify the type of position in nursing that they had held, using the titles offered in Question 20.

There were 234 usable responses since some of the 174 graduates who had been so employed had held more than one position at the City of Memphis Hospital. The 234 responses are presented in Table Q 26 #2.

Table Q 26 #2. Percent of Responses for Positions in City of Memphis Hospital

Nursing Position	Responses N	Responses %
Staff or General Duty Nurse	142	60.7
Head Nurse or Assistant	40	17.1
Supervisor Nurse or Assistant	23	9.8
Nursing Administrator or Assistant	7	3.0
Nursing Consultant	0	0.0
Nursing Instructor or Assistant	16	6.8
Nursing Education Administrator or Assistant	2	0.9
Clinical Specialist	1	0.4
Other	3	1.3
Total	234	100.0

Since 97% of the responses to Question 26 were recorded for the 5 positions, staff or general duty nurse, head nurse, supervisor nurse, nursing administrator and nursing instructor, the responses for the remaining 4 types of positions are omitted from Table Q 26 #3. The distribution, by percent of responses, of the 228 responses for the 5 types of positions, by Class, is presented in Table Q 26 #3.

Table Q 26 #3. Percent of Responses, By Class, For 5 Types of Nursing Positions Held at City of Memphis Hospital

		Types of Position					
Class	Grad-Resp. Interval Years	Responses N	Staff Nurse %	Head Nurse %	Supervisor Nurse %	Nursing Administrator %	Instructor %
1954	13	15	53	6	20	6	13
1955	12	8	50	25	25	0	0
1956	11	25	64	20	12	0	4
1957	10	13	38	23	15	7	15
1958	9	22	36	31	9	9	13
1959	8	21	42	23	5	0	28
1960	7	9	55	0	22	11	11
1961	6	19	37	26	31	5	0
1962	5	1	100	0	0	0	0
1963	4	4	50	50	0	0	0
1964	3	11	63	18	9	9	0
1965	2	3	33	33	0	0	33
1966		8	100	0	0	0	0
1967		4	100	0	0	0	0
1968		9	100	0	0	0	0
1969		12	75	16	8	0	0
1970		12	100	0	0	0	0
1971		9	77	22	0	0	0
1972		3	100	0	0	0	0
1973		9	77	22	0	0	0
1974	2	11	91	9	0	0	0
Total		228	Mean 62.3	17.5	10.1	3.1	7.0

A comparison was made, based on two graduation-response intervals, of the percent of responses recorded for the five types of nursing positions. This comparison is presented in Table Q 26 #4.

Table Q 26 #4. Number and Percent of Responses for Five Types of Nursing Positions Held at City of Memphis Hospital By Two Graduation Response Intervals

Graduation Response Intervals	Staff Nurse Responses N	Staff Nurse Responses %	Head Nurse Responses N	Head Nurse Responses %	Supervisor Nurse Responses N	Supervisor Nurse Responses %	Nursing Administrator Responses N	Nursing Administrator Responses %	Instructor Responses N	Instructor Responses %
2 Years N=80	70	87.5	8	10.0	1	1.3	0	0.0	1	1.3
3-13 Years N=148	72	48.6	32	21.6	22	14.9	7	4.7	15	10.5

The findings in Tables Q 26 #3 and #4 indicated that:

respondents in the 2 year graduation response interval group were employed predominately as staff or general duty nurses at the City of Memphis Hospital;

with the exception of one response, all responses recording employment as instructors were made by respondents with 7 or more years of time elapsed since graduation;

without exception, all responses recording employment as nursing service administrators were made by respondents in the 3-13 year graduation response interval group;

with one exception, all responses recording employment as supervisor nurses were made by respondents in the 3-13 year graduation response interval group;

the findings regarding employment as head nurses did not show a similar pattern.

The reader is reminded that the wording of Questions 25 and 26 made it illogical to use these findings to determine or predict movement up the ladder of nursing service positions as a function of time since graduation. The questions were not designed to elicit information about longitudinal patterns of employment of UTCN graduates at the City of Memphis Hospital.

A comparison was made of the responses to Question 26 recorded by the generic program graduates and the registered nurse program graduates. The findings from this comparison are presented in Table Q 26 #5.

Table Q 26 #5. Percent of Responses for Positions in City of Memphis Hospital by Respondents' UTCN Program

Positions Held at City of Memphis Hospital	Total Population Responses		Generic Program Responses		Registered Nurse Program Responses	
	N	%	N	%	N	%
Staff or General Duty Nurse	142	60.7	135	67.8	7	20.0
Head Nurse or Assistant	40	17.1	30	15.0	10	28.6
Supervisor Nurse or Assistant	23	9.8	16	8.0	7	20.0
Nursing Administrator or Assistant	7	3.0	2	1.0	5	14.3
Nursing Consultant	0	0.0	0	0.0	0	0.0
Nursing Instructor or Assistant	16	6.8	11	5.5	5	14.3
Nursing Education Administrator or Assistant	2	0.8	1	0.5	1	2.9
Clinical Specialist	1	0.4	1		0	
Other	3	1.3	3	1.5	0	0.0
Total	234	99.9	199	99.8	35	100.1

The small number of responses from the registered nurse program group suggests caution in interpretation of this comparison.

As was to be expected, a smaller proportion of registered nurse program respondents was employed as staff nurses subsequent to earning the bachelor degree since a large proportion of them had been employed at that level prior to earning the degree. Their employment as head nurses, supervisor nurses, nursing service administrators and instructors, at a higher rate than was the case for respondents in the generic program group, was to be expected.

EMPLOYMENT AT UTCN

Question 27: "Since graduation from the University of Tennessee nursing program(s) have you ever been employed by the University of Tennessee School or College of Nursing? (Circle one)" Respondents were asked to circle "yes" or "no."

There were 519 usable responses of which 50, or 9.6%, were "yes" and 469, or 90.4%, were "no."

A comparison was made of the responses to Question 27 of the number and percent of "yes" and "no" responses on the basis of the respondents' UTCN program and 2 graduation response intervals. The findings of this comparison are presented in Table Q 27 #1.

Table Q 27 #1. Number and Percent of "Yes" and "No" Responses Concerning Employment at UTCN By Two Graduation-Response Intervals and By Respondents' UTCN Program

	Total Population				Generic Program				Registered Nurse Program			
	Responses				Responses				Responses			
	Yes		No		Yes		No		Yes		No	
Graduation Response-Interval	N	%	N	%	N	%	N	%	N	%	N	%
2 Years	19	6.8	259	93.2	16	6.8	221	93.2	3	7.3	38	92.7
3-13 Years	31	12.8	210	87.1	24	11.5	184	88.5	7	21.2	26	78.8
Total	50	9.6	469	90.4	40	9.0	405	91.0	10	13.5	64	86.5

The findings in Table Q 27 #1 indicated that:

there was no difference in the rate at which generic and registered nurse program respondents were employed by UTCN in the 2 year graduation response interval group;

there was, however, a considerably higher rate of employment by UTCN among registered nurse program respondents than among generic program respondents in the 3-13 year graduation response interval group.

The 10 graduates of the registered nurse program who reported employment by The University of Tennessee School or College of Nursing were members of the following Classes:

Class	Registered Nurse Program
1955	1
1957	2
1958	1
1959	2
1961	1
1965	1
1966	1
1968	1

Question 27 also asked respondents who had ever been employed by The University of Tennessee School or College of Nursing to record the approximate dates of employment. These time periods were treated as the percent of potential time available to respondents that had actually been spent in employment by The University of Tennessee School or College of Nursing. Please refer to the findings for Question 12 on page 67 for the rationale for, and use of, this method of handling the data. These findings are recorded in Table Q 27 #2.

Table Q 27 #2. Percent of Potential Time Spent In Employment at UTCN, By Class

Class	Potential Years	UTCN Employed Years	P/A
1954	299	9.5	3.2
1955	240	6.0	2.5
1956	363	9.0	2.5
1957	270	8.0	3.0
1958	315	7.0	2.2
1959	160	5.5	3.4
1960	140	0.5	0.4
1961	126	1.5	1.2
1962	110	11.0	10.0
1963	28	0.0	0.0
1964	60	0.5	0.8
1965	40	4.0	10.0
1966	56	3.0	5.4
1967	24	1.0	4.2
1968	74	1.5	2.0
1969	64	0.0	0.0
1970	74	0.0	0.0
1971	64	0.0	0.0
1972	44	0.5	1.1
1973	48	1.0	2.1
1974	82	2.0	2.4
Total	2681	71.5	Average of Percents 2.7

Although the percent of potential time that was spent in employment at the UTCN ranged from a high of 10.0% to a low of 0.0%, the average of the percents was 2.7%. The average of the percents for those responding 3-13 years after graduation, Classes 1954-1964, was the same as for those responding 2 years after graduation, Classes 1965-1974, namely 2.7%.

Chapter 4

EMPLOYERS, CLINICAL FIELDS AND POSITIONS

EMPLOYERS

Question 18: "Indicate those agencies (type of employer) by which you have been employed as a nurse for one year or more. (Circle all that apply)"

There were 788 usable responses and they are presented in descending order of frequency in Table Q 18 #1.

Table Q 18 #1. Percent of Responses for Type of Employer for One Year Or More

	Responses	
Employer or Agency	N	%
General Hospital	311	39.5
Hospital School of Nursing	94	11.9
Public Health Agency	91	11.5
Veterans Administration Hospital	58	7.4
Specialty Hospital	53	6.7
Collegiate School of Nursing	38	4.8
Other	36	4.6
*Armed Forces	25	3.2
Doctor or Dentist (Office Nurse)	22	2.8
Associate Degree Program	15	1.9
Individual (Private Duty Nurse)	15	1.9
Practical Nursing Program	13	1.6
School System (School Nurse)	6	0.8
Nursing Home	6	0.8
Industry	5	0.6
Total	788	100.0

*The category of Armed Forces was separated out from responses to the "other" option because of the considerable number of responses.

Respondents were asked to specify the kinds of specialty hospital by which they had been employed for one year or more. The following hospitals were identified:

17 had worked in children's hospitals, including 1 in a poison control center
11 had worked in psychiatric hospitals
9 had worked in state mental hospitals
9 had worked in clinical research centers
2 had worked in institutions for the mentally retarded

1 each had worked in

an institution operated by the National Institute of Health
a rehabilitation hospital (polio)
a tuberculosis hospital
a crippled children's hospital
a psychiatric children's hospital

When respondents marked the "other" option, they were asked to specify the individual or agency by which they had been employed and they identified the following:

25 had been in the Armed Services, including the National Guard
7 had worked in clinics, including a mobile clinic and out-patient departments
7 had worked in research agencies, nature not specified
6 had worked in federal hospitals and services, including Regional Medical Programs and Children and Youth Projects
5 had been employed by medical colleges
2 each had been employed by public school systems, anesthesia groups and in foreign mission fields
1 each had been employed by

a State Board of Nursing
a Visiting Nurse Association
a Day Care Association
a railroad
an insurance company

Using 4 broad categories of employers, it was possible to collapse the responses for the 15 options, as presented in Table Q 18 #2.

Table Q 18 #2. Percent of Responses for 4 Categories of Employers

Category of Employer	Responses N	%
All Hospitals: General, Veterans Administration and Specialty	422	53.6
Schools of Nursing: Hospital, Collegiate, Associate Degree and Licensed Practical Nursing Program	160	20.3
Public Health Services: Public Health Agency, School System, Industry	102	12.9
Other Employers: "Other," Nursing Home, Individual, Doctor or Dentist, Armed Forces	104	13.2
Total	788	100.0

A comparison was made of the types of employers identified by respondents of the UTCN Study and the Vanderbilt Study[1] (adapted from Table 11 Vanderbilt Study). The findings of this comparison are presented in Table Q 18 #3.

Table Q 18 #3. Percent of Responses by UTCN and Vanderbilt Respondents for Employers for One Year or More

	UTCN Study Total Population N=526 Responses		Vanderbilt Study Total Population N=715 Responses	
Employers	N	%	N	%
Hospitals	422	53.6	530	41.4
Schools of Nursing	160	20.3	309	24.1
Public Health Services	102	12.9	320	25.0
Other	104	13.2	122	9.5
Total	788	100.0	1281	100.0

Although it was not possible to determine with certainty that the N of 715 respondents in the Vanderbilt Study included graduates of their diploma and master's programs as well as their baccalaureate programs, it appeared likely that it did. However, the number of diploma graduates could not exceed more than 85 and the number of masters' graduates could not exceed more than 32[2] so that their impact on the total of 1281 responses would be relatively slight.

The findings of the comparison in Table Q 18 #4 which represent from 2 to 18 years of experience for UTCN respondents and from 1 to 30 years of experience for Vanderbilt respondents, indicated

a slightly higher proportion of employment by hospitals and "other" employers for UTCN respondents than for Vanderbilt respondents;

a significantly higher proportion of employment by public health services for Vanderbilt respondents than for UTCN respondents;

a slightly higher proportion of employment by schools of nursing for Vanderbilt respondents than for UTCN respondents.

A comparison was made between the number and percent of responses in the UTCN Study made by respondents who had had three to thirteen years of experience since graduation and the number and percent of responses by respondents who had had two years of experience, in each of these 4 major categories. Respondents who graduated in Classes 1954 through 1964, inclusive, contributed 438, or 55.6%, of the responses. Respondents who graduated in Classes 1965 through 1974, inclusive, contributed 350, or 44.4%, of the responses. These findings are presented in Table Q 18 #4.

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[1] Donaldson, M.L., Table 11 p 32

[2] Donaldson, M.L., Table 1 p 7

Table Q 18 #4. Percent of Responses For 4 Categories of Employers By 2 Graduation-Response Intervals

	Employers							
Graduation Response Interval	Hospitals Responses N	%	Schools of Nursing Responses N	%	Public Health Services Responses N	%	Other Responses N	%
3-13 Years N=438	192	43.8	117	26.7	61	13.9	68	15.5
2 Years N-350	230	65.7	43	12.3	41	11.7	36	10.3

The number and percent of responses for the 4 categories of employers, by Class, are presented in Table Q 18 #5.

Table Q 18 #5. Number and Percent of Responses for 4 Categories of Employers, By Class

Class	Grad-Resp. Interval Years	Respond-ents N	Hospitals N	%	Schools of Nursing N	%	Public Health Services N	%	Other Employers N	%
1954	13	23	20	50.0	11	27.5	4	10.0	5	12.5
1955	12	20	19	44.2	9	20.9	8	18.7	7	16.3
1956	11	33	28	42.4	17	25.8	8	12.1	13	19.7
1957	10	27	21	42.8	11	22.4	9	18.3	8	16.3
1958	9	35	21	30.9	23	33.8	11	16.7	13	19.1
1959	8	20	20	45.4	15	37.6	4	9.1	5	11.3
1960	7	20	14	48.2	6	20.6	5	17.2	4	13.8
1961	6	21	14	43.7	8	25.1	4	12.5	6	18.8
1962	5	22	13	34.0	10	20.3	2	6.3	7	21.9
1963	4	7	7	77.7	0	0.0	2	22.2	0	0.0
1964	3	20	15	57.7	7	26.8	4	15.4	0	0.0
1965	2	20	12	54.6	3	13.6	4	18.1	3	13.6
1966	↑	28	13	46.4	8	28.6	5	17.9	2	7.1
1967		12	9	49.9	3	16.7	3	16.6	3	16.6
1968		37	31	70.3	2	4.6	5	11.4	6	13.6
1969		32	27	75.0	3	8.3	4	11.1	2	5.6
1970		37	34	73.9	1	2.2	6	13.0	5	10.9
1971		32	31	70.4	6	13.6	2	4.5	5	11.4
1972		22	19	57.6	6	18.2	5	15.2	3	9.1
1973	↓	24	20	74.1	3	11.1	3	11.1	1	3.7
1974	2	41	34	65.4	8	15.4	4	7.7	6	5.8
Total		533	422		160		102		104	
Mean of Class Percents				55.0		18.7		13.6		11.8
Mean of Class Percents for Grad-Resp. Interval 3-13 Years				47.0		23.2		14.4		13.6
Grad-Resp. Interval 2 Years				63.8		13.2		12.6		9.7

The findings presented in Tables Q18 #4 and #5 indicated that:

there was a significant shift away from hospitals as employers to schools of nursing as employers in the period subsequent to two years after graduation. This could be due to dissatisfaction with hospital employment (see Kramer, M. "Reality Shock"). Since the UTCN program of study had not stressed preparation of teachers of nursing, another explanation rests with increasing employment opportunities for teachers of nursing;

there was relatively little difference in the proportion of respondents reporting employment by public health services between the 2 graduation response interval groups;

there was evidence of movement toward employment in "other" agencies with increasing years of experience (see tabulation of "other" agencies on page 147).

Question 6 on Q Two asked for information about employers, offering the identical options but instructing respondents to report only on the 5 year period since they had answered Q One. They were asked to identify all options that applied.

For the description of the exact time period represented by responses from individual Classes, see the discussion of Question 10, page 30.

There were 279 usable responses to Question 6 and they are presented in descending order of frequency in Table Q 18 #6.

Table Q 18 #6. Percent of Responses for Type of Employer For One Year Or More in the 5 Years Between Q One and Q Two

Type of Employer	Responses N	%
General Hospital	93	33.3
Public Health Agency	34	12.2
Hospital School of Nursing	24	8.6
Associate Degree Program	23	8.2
Collegiate School of Nursing	22	7.9
Veterans Administration Hospital	21	7.5
Other	13	4.7
School System	11	3.9
Doctor or Dentist (Office Nurse)	10	3.6
Practical Nursing Program	7	2.5
*The Armed Forces	7	2.5
Specialty Hospital	7	2.5
Individual (Private Duty Nurse)	4	1.4
Industry	2	0.7
Nursing Home	1	0.4
Total	279	99.9

*The category of Armed Forces was separated out from responses to "Other" for the sake of uniformity with Table Q 18 #1

The kinds of specialty hospitals which were identified and the number of respondents identifying each were as follows:

3 had worked in clinical research centers
1 each had worked in
    an institution operated by the National Institute of Health
    a state psychiatric hospital
    a psychiatric day care center
    a medical-surgical hospital

Employers identified under the "other" option and the number of respondents who identified each were as follows:

7 had worked in Armed Forces hospitals, including working as civilian employees
2 each had worked in
    federal hospitals and agencies including the Child Development Center and the NIH Blood Bank, mental health centers, universities, as research instructors
1 each had worked in
    a diploma school of nursing in Yemen
    a dialysis center
    a research agency
    an ambulance service
    a non-acute care setting
    a school of medicine as a faculty nurse clinician
    a non-profit childbirth education association

A comparison was made of the responses to Question 18 Q One and Question 6 Q Two in terms of the percent of responses recorded for each option. In this tabulation the employers are listed in the same order as was used in reporting findings in Table 18 #1. These findings are presented in Table Q 18 #7.

Table Q 18 #7. Percent of Responses for Employers By Q One and Q Two

Type of Employer	Q One Percent of Responses 2-13 Years After Graduation	Q Two Percent of Responses 7-18 Years After Graduation
General Hospital	39.5	33.3
Hospital School of Nursing	11.9	8.6
Public Health Agency	11.5	12.2
Veterans Administration Hospital	7.4	7.5
Specialty Hospital	6.7	2.5
Collegiate School of Nursing	4.8	7.9
Other	4.6	4.7
The Armed Forces	3.2	2.5
Doctor of Dentist (Office Nurse)	2.8	3.6
Associate Degree Program	1.9	8.2
Individual (Private Duty Nurse)	1.9	1.4
Practical Nursing Program	1.6	2.5
Nursing Home	0.8	0.4
School System (School Nurse)	0.8	3.9
Industry	0.6	0.7

This comparison indicated that

there was an increase in the proportion of responses identifying the collegiate and associate degree education programs and the school system as employers;

there was relatively little change in the proportion of responses identifying the public health agency, the veterans administration hospital, the doctor or dentist, the private individual, the practical nursing program, the nursing home, industry, or "other" as employers;

there was a decrease in each case greater than a 3% difference in the proportion of responses identifying the general hospital, the hospital school of nursing, and the specialty hospital as employers.

Using the same 4 broad categories of employers, Table Q 18 #2, the distribution of Q Two responses is presented in Table Q 18 #8.

Table Q 18 #8. Percent of Responses for 4 Categories of Employers, Q Two

Category of Employer	Responses N	 %
All Hospitals:		
General, Veterans Administration and Specialty	121	43.3
Schools of Nursing:		
Hospital, Collegiate, Associate Degree and Licensed Practical Nursing Programs	76	27.2
Public Health Services:		
Public Health Agencies, School Systems and Industry	47	16.8
Other Employers:		
"Other," Nursing Home, Individual, Doctor or Dentist, Armed Forces	35	12.6
Total	279	99.9

A comparison was made of the findings for Q One and Q Two for these 4 broad categories of employers. These finding are presented in Table Q 18 #9.

Table Q 18 #9. Percent of Responses By 4 Categories of Employers, By Q One and Q Two

Category of Employer	Q One Responses N=788 %	Q Two Responses N=279 %
All Hospitals:		
General, Veterans Administration and Specialty	53.6	43.3
Schools of Nursing:		
Hospital, Collegiate, Associate Degree and Licensed Practical Nursing Programs	20.3	27.2
Public Health Services:		
Public Health Agency, School System, and Industry	12.9	16.8
Other Employers:		
"Other," Nursing Home, Individual, Doctor or Dentist, Armed Forces	13.2	12.6
Total	100.0	99.9

An additional comparison was made in which responses to both Questionnaires were assembled into two groups on the basis of the number of years intervening between graduation and responses, as follows:

Group 1. Responses from persons who answered Q One from 3-13 years after graduation and responses from persons who answered Q Two from 7-18 years after graduation.

Group 2. Responses from persons who answered Q One 2 years after graduation.

The findings for each of the 4 major categories of employers by the two time intervals since graduation are presented in Table Q 18 #10.

Table Q 18 #10. Percent of Responses for 4 Categories of Employers By Two Time Periods Since Graduation

	Employers							
	Hospitals		Schools of Nursing		Public Health Services		Other	
	Responses		Responses		Responses		Responses	
Years Since Graduation	N	%	N	%	N	%	N	%
3-18 Years N=717	313	43.7	193	26.9	108	15.1	103	14.4
2 Years N=350	230	65.7	43	12.3	41	11.7	36	10.3

The comparison presented in Table Q18 #10 indicated that:

employment by hospitals was significantly higher among respondents answering 2 years after graduation than among those answering 3-18 years after graduation;

employment by schools of nursing was considerably lower among respondents answering 2 years after graduation than among those answering 3-18 years after graduation;

employment by public health services and by "other" employers was slightly higher among respondents answering 3-18 years after graduation than among those answering 2 years after graduation.

The responses submitted by the 93 persons in the Two Year-Seven Sample (described on page 39) for these questions concerning types of employers were compiled in number and percent of the total, in the order in which the options were listed on the questionnaire. These findings are presented in Table Q 18 #11.

Table Q 18 #11. Percent of Responses for Employers By Q One and Q Two For Two Year-Seven Year Sample

Type of Employer	Questionnaire One Responses N	 %	Questionnaire Two Responses N	 %
General Hospital	44	40.0	50	33.8
Veterans Administration Hospital	8	7.3	16	10.8
Nursing Home	2	1.8	1	0.7
Public Health Agency	17	15.5	20	13.5
School System	2	1.8	4	2.7
Hospital School of Nursing	9	8.2	12	8.1
Collegiate School of Nursing	3	2.7	9	6.1
Associate Degree Program	1	0.9	8	5.4
Practical Nursing Program	0	0.0	3	2.0
Industry	1	0.9	1	0.7
Doctor or Dentist (Office Nurse)	0	0.0	2	1.4
Individual (Private Duty Nurse)	0	0.0	2	1.4
Specialty Hospital	11	10.0	5	3.4
Other	12	10.9	15	10.1
Total	110	100.0	148	100.1

Collapsing these responses into the 4 major categories of employers, they were tabulated as percent of total responses for the Sample in Table Q 18 #12.

Table Q 18 #12. Percent of Responses For 4 Categories of Employers, 2 and 7 Years Since Graduation

Years Since Graduation	Employers Hospitals Responses %	 Schools of Nursing Responses %	 Public Health Services Responses %	 Other Responses %
2 Years N=110	57.3	11.8	18.2	12.7
7 Years N=148	48.0	21.6	16.9	13.5

Since the respondents in the Two Year-Seven Year Sample are included in the total population, no meaningful conclusions could be drawn from comparing the findings in Table Q 18 #12 with findings for the total population.

To minimize the influence that two variables (see below) could have on the employer information, some data were selected for comparison. The two variables identified were

> the time interval, in years, between graduation and response to the questionnaire
>
> the calendar year the questionnaire was answered.

Data collected 2 and 7 years after graduation were selected for this sample to minimize the influence of the first variable and data collected in 1967, 1972 and 1976, roughly equally spaced years, were selected to minimize the second variable.

The data for this sample, drawn from the total data and based on the above criteria, are presented in Table Q 18 #13.

Table Q 18 #13. Composition of Selected Sample (Reduced Variables)

	Graduation-Response Interval								
	2 Years				7 Years				
Year of Response	Class	Respondents N	Respondents %	Questionnaire	Class	Respondents N	Respondents %	Questionnaire
1967	1965	20	20.4	One	1960	20	35.7	One
1972	1970	37	37.8	One	1965	15	26.8	Two
1976	1974	41	41.8	One	1969	21	37.5	Two
Total		98	100.0			56	100.0	

The number and percent of responses to Question 18 Q One and Question 6 Q Two for these respondents were grouped in the 4 large categories of employers used in Table Q 18 #2 and are presented in Table A 13 (See Appendix A).

There were 208 usable responses recorded by the 154 respondents in the selected sample. The number and percent of these responses recorded for each of the 4 categories of employers, by 2 year and 7 year graduation-response intervals, are presented in Summary Table Q 18 #4 (see Appendix A for detailed Table A 13).

Summary Table Q 18 #14. Percent of Responses for Category of Employer Recorded In 1967, 1972 and 1976 By Classes 2 and 7 Years After Graduation, Q One and Q Two.

		Employers							
		Hospitals		Schools of Nursing		Public Health Services		Other	
	Class and Year of Answer	Responses N	%	Responses N	%	Responses N	%	Responses N	%
2 Year Grad-Resp. Interval	1965 in 1967 N=22	12	54.5	3	13.6	4	18.2	3	13.6
	1970 in 1972 N=46	34	73.9	1	2.2	6	13.0	5	10.9
	1974 in 1976 N=52	34	65.4	8	15.4	4	7.7	6	11.5
	Total N=120	80	66.7	12	10.0	14	11.7	14	11.7
7 Year Grad-Resp. Interval	1960 in 1967 N=29	14	48.3	6	20.7	5	17.2	4	13.8
	1965 in 1972 N=22	8	36.4	8	36.4	5	22.7	1	4.5
	1969 in 1976 N=37	20	54.1	6	16.2	6	16.2	5	13.5
	Total N=88	42	47.7	20	22.7	16	18.2	10	11.4

In this sample, the two variables, the time interval between graduation and response and the calendar year of response, have been reduced to the minimum in each case. The findings which served to validate those presented in Table Q 18 #4, Employers By 2 Time Periods Since Graduation (2 years and 3-13 years) and in Table Q 18 #10, Employers By 2 Time Periods Since Graduation (2 years and 3-18 years) indicated that:

there was a movement away from hospitals as employers and toward schools of nursing and public health services as employers after the first two years of employment;

the shift away from the hospitals as employers in the 5 year interval was taken up by schools of nursing and public health services as employers. The shift would have been even greater, in this comparison, if the associate degree programs had not begun employing respondents within the 2 year period after graduation, as reported in 1976 (see Table A 13 Appendix A);

the popularity of employers in the "other" category did not vary appreciably either on the basis of the year in which the response was made or the period of time since graduation for the respondent;

there was greater disparity between high and low proportions of response for this selected sample of 154 respondents than there was for the 93 respondents in the Two Year-Seven Year Sample. (Compare findings in Table Q 18 #12 for Two Year-Seven Year Sample and Summary Table Q 18 #14 for the selected sample.) This may reflect differences in choice of employers that result from the fact that the Classes in the Two Year-Seven Year Sample are 5 consecutively graduating Classes, 1965-1969, whereas, this selected sample has Classes graduating as early as 1960 and as late as 1974. It could have been anticipated that a more varied pattern of work sites would be found over the 14 year period compared to a 5 consecutive year period.

Any more in depth analysis of the reasons for the shift from employment by hospitals to employment by schools of nursing and public health services over this 7 year period since graduation would require data concerning several variables that are not part of this study, namely:

availability of the 3 categories of employment;
availability of graduate preparation for the 3 categories of employment;
possible dissatisfactions experienced by baccalaureate nursing graduates in hospital nursing.

A comparison was made of the responses to Question 18 recorded by the generic program respondents and the registered nurse program respondents. These findings are presented in Table Q 18 #15.

Table Q 18 #15. Percent of Responses for Employers For One Year Or More, By Respondents' UTCN Program, Q One

	Total Population		Generic Program		Registered Nurse Program	
	Responses		Responses		Responses	
Employer or Agency	N	%	N	%	N	%
General Hospital	311	39.5	271	41.9	40	28.4
Veterans Administration Hospital	58	7.4	43	6.6	15	10.6
Nursing Home	6	0.8	5	0.8	1	0.7
Public Health Agency	91	11.5	77	11.9	14	9.9
School System	6	0.8	6	0.9	0	0.0
Hospital School of Nursing	94	11.9	60	9.3	34	24.1
Collegiate School of Nursing	38	4.8	30	4.6	8	5.7
Associate Degree Program	15	1.9	11	1.7	4	2.8
Practical Nursing Program	13	1.6	12	1.9	1	0.7
Industry	5	0.6	4	0.6	1	0.7
Doctor or Dentist (Office Nurse)	22	2.8	19	2.9	3	2.1
Individual (Private Duty Nurse)	15	1.9	9	1.4	6	4.3
Specialty Hospital	53	6.7	44	6.8	9	6.4
Other (Includes Armed Forces)	61	7.7	56	8.7	5	3.5
Total	788	99.9	647	100.0	141	99.9

Using the same 4 broad categories of employers used throughout the discussion of Question 18, it was possible to collapse these responses as presented in Table Q 18 #16.

Table Q 18 #16. Percent of Responses in 4 Categories of Employers By Respondents' UTCN Program, Q One

	Total Population		Generic Program		Registered Nurse Program	
	Responses		Responses		Responses	
Employer	N	%	N	%	N	%
All Hospitals	422	53.6	358	55.3	64	45.4
Schools of Nursing	160	20.3	113	17.5	47	33.3
Public Health Services	102	12.9	87	13.4	15	10.6
Other	104	13.2	89	13.8	15	10.6

A comparison was made of the responses to Question 6 on Q Two by generic program and registered nurse program respondents for employers for one year or more during the 5 year period between Q One and Q Two. The findings for this comparison are presented in Table Q 18 #17.

Table Q 18 #17. Percent of Responses For Employers By Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
	Responses		Responses		Responses	
Employer or Agency	N	%	N	%	N	%
General Hospital	93	33.3	85	35.0	8	22.2
Veterans Administration Hospital	21	7.5	15	6.2	6	16.6
Nursing Home	1	0.4	1	0.4	0	0.0
Public Health Agency	34	12.2	27	11.1	7	19.4
School System	11	3.9	10	4.1	1	2.7
Hospital School of Nursing	24	8.6	20	8.2	4	11.1
Collegiate School of Nursing	22	7.9	18	7.4	4	11.1
Associate Degree Program	23	8.2	19	7.8	4	11.1
Practical Nursing Program	7	2.5	7	2.9	0	0.0
Industry	2	0.7	2	0.8	0	0.0
Doctor or Dentist (Office Nurse)	10	3.6	10	4.1	0	0.0
Individual (Private Duty Nurse)	4	1.4	3	1.2	1	2.8
Specialty Hospital	7	2.5	7	2.9	0	0.0
Other (Includes Armed Forces)	20	7.2	19	7.8	1	2.8
Total	279	99.9	243	99.9	36	99.8

Using the same 4 large categories of employers, it was possible to collapse responses for the 14 options as presented in Table Q 18 #18.

Table Q 18 #18. Percent of Responses for 4 Categories of Employers, By Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
	Responses		Responses		Responses	
Employers	N	%	N	%	N	%
All Hospitals	121	43.3	107	44.1	14	38.8
Schools of Nursing	76	27.2	64	26.3	12	33.3
Public Health Services	47	16.8	39	16.0	8	22.1
Other	35	12.6	33	13.5	2	5.6
Total	279	99.9	243	99.9	36	99.8

Inferences from the findings presented in Tables Q 18 #16 and Q 18 #18 included the following:

the employers that were favored by registered nurse program respondents in greater proportions than by generic program respondents were schools of nursing on both Q One and Q Two and public health services on Q Two. These preferences on the part of registered nurse program respondents were largely at the expense of hospitals as employers;

both groups decreased their hospital nursing participation but the registered nurse program respondents decreased it somewhat less than did the generic program respondents in the period between questionnaire responses;

over the interval between the questionnaires the generic program group approached the level of employment of the registered nurse program group in schools of nursing;

although the number was small, an identifiable increase, larger than in the generic program group, was found in the registered nurse program group, moving into public health nursing employment in the 5 year interval between questionnaires.

These findings may be due in part to the self-selecting process that brings the registered nurse into a baccalaureate program. The diploma or associate degree program graduate who finds satisfying employment in hospitals is not the one who elects further study in a baccalaureate program to prepare for employment in an educational institution or a public health service.

CLINICAL FIELD OF NURSING EMPLOYMENT

Question 19: "Indicate the clinical fields in nursing in which you have been employed as a practitioner for one year or more. Circle all that apply."

There were 819 usable responses and they are presented in descending order of frequency in Table Q 19 #1.

Table Q 19 #1. Percent of Responses for Clinical Field In Nursing For Employment for One Year or More

	Responses	
Clinical Field In Nursing	N	%
Surgical Nursing	178	21.7
Medical Nursing	177	21.6
Nursing of Children	115	14.0
General Nursing	92	11.2
Public Health Nursing	90	11.0
Maternity Nursing	61	7.4
Other	56	6.8
Psychiatric Nursing	50	6.1
Total	819	99.8

Respondents were asked to specify the clinical nursing field that they chose to include under "other" rather than use one of the 7 options in the list.

The 56 "other" responses were distributed, as follows:

10 in intensive care nursing, including coronary care and neonatal intensive care
6 in spinal cord injury nursing
5 in each of operating room nursing and research nursing
4 in each of emergency room nursing and anesthesia
3 in each of geriatric nursing and foundations of nursing
2 in each of recovery room nursing, dialysis nursing, industrial nursing and infection control surveillance nursing
1 in each of tuberculosis nursing, flight nursing, allergy nursing, school nursing, nursing of adolescents, combined medical-surgical nursing, rehabilitation nursing and family planning nursing.

By grouping medical, surgical and general nursing together into one category, it was possible to condense these findings into 6 categories as presented in Table Q 19 #2.

Table Q 19 #2. Percent of Responses for 6 Categories of Clinical Fields In Nursing for Employment

	Responses	
Clinical Field in Nursing	N	%
Medical, Surgical and General Nursing	447	54.6
Nursing of Children	115	14.0
Public Health Nursing	90	11.0
Maternity Nursing	61	7.4
Other	56	6.8
Psychiatric Nursing	50	6.1
Total	819	99.9

The number and percent of responses for the 6 categories of clinical fields of nursing employment, by Class, are presented in Table Q 19 #3.

Table Q 19 #3. Percent of Responses for 6 Categories of Clinical Fields of Nursing Employment, By Class

Class	Grad-Resp. Interval Years	Respondents N	Total Responses N	Medical, Surgical, General Nursing N	Medical, Surgical, General Nursing %	Nursing of Children N	Nursing of Children %	Public Health Nursing N	Public Health Nursing %	Maternity Nursing N	Maternity Nursing %	Psychiatric Nursing N	Psychiatric Nursing %	Other Clinical Fields N	Other Clinical Fields %
1954	13	23	42	22	52.4	4	9.5	4	9.5	6	14.2	4	9.5	2	4.8
1955	12	20	38	21	45.2	1	2.6	6	15.8	3	7.9	2	5.3	5	13.2
1956	11	33	60	31	51.7	8	13.3	7	11.7	5	8.3	4	6.7	5	8.3
1957	10	27	51	28	54.9	6	11.8	7	13.7	4	7.8	2	3.9	4	7.8
1958	9	35	54	33	61.1	3	5.6	7	12.5	6	11.1	3	5.6	2	3.7
1959	8	20	29	13	44.8	5	17.2	3	10.3	5	17.2	3	10.3	0	0.0
1960	7	20	36	20	55.6	4	11.1	5	13.9	5	13.9	2	5.6	0	0.0
1961	6	21	42	26	61.9	5	11.9	5	11.9	3	7.1	2	4.8	1	2.4
1962	5	22	32	16	50.0	6	18.8	2	6.3	4	12.5	4	12.5	0	0.0
1963	4	7	9	5	55.6	2	22.2	0	0.0	0	0.0	1	11.1	1	11.1
1964	3	20	27	13	48.1	5	18.5	4	14.8	0	0.0	4	14.8	1	3.7
1965	2	20	16	7	43.8	1	6.3	3	18.8	1	6.3	2	12.5	2	12.5
1966	↑	28	37	13	35.1	9	24.3	5	13.5	6	16.2	2	5.4	2	5.4
1967		12	19	11	57.9	1	5.3	2	10.5	1	5.3	1	5.3	3	15.8
1968		37	54	26	48.1	10	18.5	5	9.3	3	5.6	2	3.7	8	14.8
1969		32	42	24	57.1	8	19.0	4	9.3	1	2.4	2	4.8	3	7.1
1970		37	55	36	65.4	5	9.1	7	12.7	2	3.6	2	3.6	3	5.5
1971		32	55	44	80.0	4	7.3	2	3.6	0	0.0	3	5.5	2	3.6
1972		22	38	18	47.4	8	21.1	6	15.8	2	5.3	1	2.6	3	7.9
1973	↓	24	30	13	43.5	7	23.3	2	6.7	2	6.7	1	3.3	5	16.7
1974	2	41	53	27	50.9	13	24.5	4	7.5	2	3.8	3	5.7	4	7.4
Total		533	819	447		115		90		61		50		56	
Mean of Class Percents					52.9		14.3		10.8		7.4		6.8		7.2
Mean of Class Percents for Grad-Resp. Interval 3-13 Years					52.8		13.0		10.9		9.1		8.2		5.0
Grad-Resp. Interval 2 Years					52.9		15.9		10.7		5.5		5.2		9.6

A comparison was made between the number and percent of responses for the 6 major categories of clinical fields in nursing, by those who had 3 to 13 years and by those who had 2 years of experience. These findings are presented in Table Q 19 #4.

Table Q 19 #4. Percent of Responses For 6 Categories of Clinical Fields in Nursing for Employment by two Graduation-Response Intervals

Grad-Resp. Interval	Medical, Surgical, General Nursing N	%	Nursing of Children N	%	Public Health Nursing N	%	Maternity Nursing N	%	Psychiatric Nursing N	%	Other N	%
3-13 Years N=420	228	54.3	49	11.7	50	11.9	41	9.8	31	7.4	21	5.0
2 Years N=399	219	54.9	66	16.5	40	10.0	20	5.0	19	4.8	35	8.8

The respondents from the Classes that graduated from 1954 to 1964, inclusive, (3-13 years after graduation) contributed 420, or 51.3%, of the total 819 responses to Question 19. The remaining 399, or 48.7% of the responses, came from respondents in the Classes that graduated from 1965 through 1974, inclusive (2 years after graduation).

The findings presented in Table Q 19 #4 indicated that

there were two clinical fields in nursing in which the proportion of employment was relatively unrelated to the graduation response interval, namely, the combined field of medical, surgical and general nursing and the field of public health nursing;

nursing of children was identified by 2 year respondents more frequently than by those answering from 3 to 13 years since graduation. The fact that the first graduates of the Pediatric Nurse Associate Program (PNA) were in the Class of 1972 undoubtedly contributed to this difference. Separating out the responses from the Classes that graduated in 1972, 1973 and 1974, provided support for this observation. Responses identifying employment in nursing of children were responsible for these proportions of response in the 3 sub-groups:

Classes	*Total Responses N*	*Graduation Response Interval*	*Responses for Nursing of Children N*	*%*
1954-64	*420*	*3-13 Years*	*49*	*11.7*
1965-71	*278*	*2 Years*	*38*	*13.7*
1972-74	*121*	*2 Years*	**28*	*23.1*

**Includes PNA graduates*

respondents reporting on 3 to 13 years of experience identified maternity nursing more frequently than did those reporting on 2 years of experince. Two possible, not necessarily contradictory, explanations for this finding may be put forward, i.e., maternity nursing was more attractive to respondents having a longer period of experience or maternity nursing was a more attractive field during the decade from 1954 to 1964 than it has been since; or the feminist movement may have raised graduates' consciousness toward greater dissatisfaction with traditional maternity settings;

respondents reporting on 3 to 13 years of experience identified psychiatric nursing more frequently than did respondents reporting on 2 years of experience. This finding may be understood from the point of view that graduates perceived that a career in psychiatric nursing was more likely than employment in other clinical fields to call for advanced preparation;

respondents reporting on 3 to 13 years of experience identified "other" clinical fields less frequently that did those reporting on 2 years of experience.

In summary, it appeared that there were 2 clinical nursing fields in which employment remained fairly consistent over the period of this study, namely, medical, surgical and general nursing and public health nursing; there was one clinical nursing field in which employment increased significantly, the nursing of children, and two in which it decreased, maternity nursing and psychiatric nursing.

It appeared that identification with these traditional clinical fields in nursing had decreased, to some extent, with the passage of time, since a greater proportion of respondents from Classes graduating in the last 10 years chose to describe their employment as being in "other" fields (for tabulation of the "other" fields, see page 162.

Question 7 on Q Two asked for information about employment in clinical fields of nursing, for one year or more, offering the identical options but asking respondents to report on only the 5 years since they had answered Q One. They were asked to identify all the options that applied. For the description of the exact time period represented by responses from individual Classes of respondents, see the discussion of Question 10.

There were 325 usable responses to Question 7 and they are presented in descending order of frequency in Table Q 19 #5.

Table Q 19 #5. Percent of Responses for Clinical Field of Nursing Employment for One Year or More, in 5 Years, O One to Q Two

Clinical Field in Nursing	Responses N	%
Medical Nursing	63	19.4
Surgical Nursing	61	18.8
Other	49	15.1
General Nursing	35	10.8
Nursing of Children	35	10.8
Public Health Nursing	33	10.2
Maternity Nursing	29	8.9
Psychiatric Nursing	20	6.2
Total	325	100.2

Again, respondents were asked to specify the clinical nursing field which they chose to include under "other" rather than using one of the seven options in the list. The 49 "other" responses were distributed, as follows:

6 in each of school nursing and intensive care nursing, including nursing in post-operative heart surgery, neonatal center, intensive care unit and coronary care unit
5 in research nursing
3 in each of rehabilitation nursing, office nursing, dialysis nursing and licensed practical nursing instruction
2 in each of recovery room nursing, operating room nursing, industrial nursing, clinic and out-patient department nursing and foundations of nursing instruction
1 in each of newborn nursing, neurosurgical nursing, mental retardation nursing, spinal cord injury nursing, geriatric nursing, emergency nursing (ambulance service), pre- and post-operative nursing, cardiac catheterization nursing, family health nursing, anesthesia.

A comparison was made of responses to Question 19 on Q One and Question 7 on Q Two in terms of the percent of responses recorded for each option. The findings are presented in Table Q 19 #6. The clinical fields in nursing are listed in the same order as was used in reporting findings in Table 19 #1.

Table Q 19 #6. Percent of Responses For Clinical Field of Nursing for Employment,by Q One and Q Two

Clinical Fields In Nursing	Percent of Responses Q One	Percent of Responses Q Two
Surgical Nursing	21.7	18.8
Medical Nursing	21.6	19.4
Nursing of Children	14.0	12.8
General Nursing	11.2	10.8
Public Health Nursing	11.0	10.3
Maternity Nursing	7.4	8.9
Other	6.8	15.1
Psychiatric Nursing	6.1	6.2

This comparison pointed up a change of greater than 3 percentage points in the proportion of responses to Q Two as compared to responses to Q One in only one category; the increase in the proportion of responses recorded for the category "other" fields of clinical nursing was the only significant change.

Using the same 6 categories of clinical fields in nursing that combined medical, surgical and general nursing into one category, the distribution of responses on Q Two is presented in Table Q 19 #7.

Table Q 19 #7. Percent of Responses for 6 Categories of Clinical Fields in Nursing Employment,Q Two

	Responses	
Clinical Field In Nursing	N	%
Medical, Surgical and General Nursing	159	48.9
Other	49	15.1
Nursing of Children	35	10.8
Public Health Nursing	33	10.2
Maternity Nursing	29	8.9
Psychiatric Nursing	20	6.2
Total	325	100.1

A comparison was made of the findings for Q One and Q Two for these 6 categories of clinical fields of nursing employment. The findings are presented in Table Q 19 #8.

Table Q 19 #8. Percent of Responses for 6 Categories of Clinical Fields in Nursing Employment, Q One and Q Two

Clinical Field In Nursing Employment	Q One Responses N=819 %	Q Two Responses N=325 %
Medical, Surgical and General Nursing	54.6	48.9
Maternity Nursing	7.4	8.9
Nursing of Children	14.0	10.8
Psychiatric Nursing	6.1	6.2
Public Health Nursing	11.0	10.2
Other	6.8	15.1
Total	99.9	100.0

An additional comparison was made in which responses to both questionnaires were assembled into two groups on the basis of the number of years intervening between graduation and responses, as follows:

Group 1: Responses from persons who answered Q One from 3-13 years after graduation and Q Two from 7-18 years after graduation

Group 2: Responses from persons who answered Q One 2 years after graduation

The findings for the 6 clinical fields of nursing employment by 2 time intervals since graduation are presented in Table Q 19 #9.

Table Q 19 #9. Percent of Responses For 6 Categories of Clinical Fields in Nursing Employment, by Two Time Periods Since Graduation

	Clinical Fields of Nursing Employment											
	Medical, Surgical, General Nursing		Maternity Nursing		Nursing of Children		Psychiatric Nursing		Public Health Nursing		Other	
Years Since Graduation	N	%	N	%	N	%	N	%	N	%	N	%
3-18 Years N=745	387	51.9	70	9.4	84	11.3	51	6.8	83	11.1	70	9.4
2 Years N=399	219	54.9	20	5.0	66	16.5	19	4.8	40	10.0	35	8.8

The findings in Table Q 19 #9 indicated the following facts:

employment in the clinical field of medical, surgical and general nursing was relatively the same among respondents answering 2 and 3-18 years after graduation;

employment in the clinical field of nursing of children was slightly higher for respondents answering 2 years after graduation than it was for those answering 3-18 years after graduation;

employment in the clinical fields of public health nursing and the "other" category was unchanged for the 2 time periods since graduation;

employment in the clinical fields of maternity nursing and psychiatric nursing was lower among respondents answering 2 years after graduation than for those answering 3-18 years after graduation.

It was felt that these data from Q Two are more representative of present nursing practice than are those from Q One. The responses to Q Two were recorded from 1972 to 1976, inclusive, and the respondents to Q Two who reported on employment during the 5 year period between questionnaires could be assumed to have had relatively consistent work experiences compared to the total population of Q One respondents.

With these ideas in mind, it is worthy of note that the findings on the subject of choice of clinical fields of nursing for employment on Q Two are consistent with those on Q One with the exception of the increase in popularity of the "other" non-traditional fields of nursing practice among Q Two respondents.

The responses submitted by the 93 respondents in the Two Year-Seven Year Sample (described on page 39) for these questions concerning clinical fields of nursing employment are presented in number and percent of responses in Table Q 19 #10.

Table Q 19 #10. Percent of Responses for Clinical Fields of Nursing Employment For Two Year-Seven Year Sample, Q One and Q Two

	Questionnaire One		Questionnaire Two	
Clinical Field of Nursing Employment	Responses N	%	Responses N	%
Medical Nursing	23	17.4	30	17.6
Surgical Nursing	25	18.9	29	17.0
Maternity Nursing	8	6.1	13	7.6
Nursing of Children	21	15.9	21	12.4
Psychiatric Nursing	7	5.3	12	7.1
Public Health Nursing	18	13.6	20	11.8
General Nursing	8	6.1	14	8.2
Other	22	16.7	31	18.2
Total	132	100.0	170	99.9

Collapsing these responses into the 6 categories of clinical nursing fields, the responses from the Two Year-Seven Year Sample are presented in Table Q 19 #11.

Table Q 19 #11. Percent of Responses for Clinical Fields in Nursing Employment in 6 Categories By 2 and 7 Years Since Graduation

Years Since Graduation	Medical, Surgical, General Nursing %	Nursing of Children %	Public Health Nursing %	Maternity Nursing %	Psychiatric Nursing %	Other %
2 Years N=132	42.2	15.9	13.6	6.1	5.3	16.7
7 Years N=170	42.9	12.4	12.4	7.6	7.1	18.2

Since the respondents in the Two Year-Seven Year Sample are included in the total population, no meaningful conclusions could be drawn from comparing findings in Table Q 19 #10 with findings for the total population.

The data for Question 19 Q One and Question 7 Q Two were reviewed in the same manner as was described in relation to the data on employers (Question 18) to reduce the influence exerted by varying graduation response intervals and by difference in the calendar year of responding. The sample of respondents is the same as described in Table Q 18 #13.

The number and percent of respondents to Question 19 Q One and Question 7 Q Two for these 154 respondents were grouped in the 6 categories of clinical fields of nursing and are presented in Table A 14 (see Appendix A).

There were 214 usable responses recorded by the 154 respondents; the number and percent of these responses recorded for each of the 6 categories of clinical fields in nursing, by the 2 year and 7 year intervals between graduation and answering the questionnaires are presented in Summary Table Q 19 #12 (see Appendix A for detailed Table A 14).

Summary Table Q 19 #12. Number and Percent of Responses For Clinical Field of Nursing Employment, Q One and Q Two, Recorded in 1967, 1972 and 1976, By Classes 2 and 7 Years After Graduation

		Clinical Fields of Nursing Employment											
		Medical, Surgical, General Nursing		Maternity Nursing		Nursing of Children		Psychiatric Nursing		Public Health Nursing		Other	
	Class and Year of Answer	Responses N	Responses %	Responses N	Responses %	Responses N	Responses %	Responses N	Responses %	Responses N	Responses %	Responses N	Responses %
2 Year Grad-Resp. Interval	1965 in 1967 N=16	7	42.8	1	6.2	1	6.3	2	12.5	3	18.7	2	12.5
	1970 in 1972 N=55	36	65.5	2	3.6	5	9.1	2	3.6	7	12.7	3	5.5
	1974 in 1976 N=53	27	50.9	2	3.8	13	24.5	3	5.7	4	7.5	4	7.5
	Total N=124	70	56.5	5	4.0	19	15.3	7	5.6	14	11.3	9	7.3
7 Year Grad-Resp. Interval	1960 in 1967 N=19	11	57.9	1	5.3	1	5.3	1	5.3	2	10.5	3	15.8
	1965 in 1972 N=33	12	36.4	3	9.1	6	18.2	3	9.1	4	12.1	5	15.2
	1969 in 1976 N=38	17	44.7	2	5.3	5	13.2	4	10.5	5	13.2	5	13.2
	Total N-90	40	44.4	6	6.7	12	13.3	8	8.9	11	12.2	13	14.4

Regardless of the various ways used to analyze the data about choice of clinical field of nursing employment, a consistent pattern emerges, namely:

for medical, surgical and general nursing the trend was toward movement out of this field with increasing number of years since graduation and over the period of the study, there was evidence of slightly reduced numbers entering this field as new graduates;

for maternity nursing there was a slight movement into the field with increasing number of years since graduation;

for nursing of children there was a slight movement out of the field with increasing number of years since graduation;

for public health and psychiatric nursing, the differences in responses were so slight that they did not justify considering them as evidence of trends;

whereas, respondents who graduated early in the period of the Study tended to give fewer responses for the "other" clinical fields of nursing, respondents who graduated more recently tended to identify "other" clinical fields for employment in greater numbers, the longer they were out of school.

A comparison was made of the responses to Question 19 recorded by the generic program respondents and the registered nurse program respondents. The findings of this comparison are presented in Table Q 19 #13.

Table Q 19 #13. Percent of Responses for Clinical Fields of Nursing Employment By Respondents' UTCN Program, Q One

Clinical Field of Nursing Employment	Total Population Responses		Generic Program Responses		Registered Nurse Program Responses	
	N	%	N	%	N	%
Medical Nursing	177	21.6	141	20.8	36	25.4
Surgical Nursing	178	21.7	141	20.8	37	26.1
Maternity Nursing	61	7.4	46	6.8	15	10.6
Nursing of Children	115	14.0	101	14.9	14	9.9
Psychiatric Nursing	50	6.1	36	5.3	14	9.9
Public Health Nursing	90	11.0	78	11.5	12	8.5
General Nursing	92	11.2	82	12.1	10	7.0
Other	56	6.8	52	7.7	4	2.8
Total	819	99.8	677	99.9	142	100.2

Using the same 6 broad categories of clinical fields of nursing, it was possible to collapse these responses as recorded in Table Q 19 #14.

Table Q 19 #14. Percent of Responses for 6 Clinical Fields In Nursing Employment By Respondents' UTCN Program, Q One

Clinical Field of Nursing Employment	Total Population Responses N	Total Population Responses %	Generic Program Responses N	Generic Program Responses %	Registered Nurse Program Responses N	Registered Nurse Program Responses %
Medical, Surgical and General Nursing	447	54.5	364	53.7	83	58.5
Maternity Nursing	61	7.4	46	6.8	15	10.6
Nursing of Children	115	14.0	101	14.9	14	9.9
Psychiatric Nursing	50	6.1	36	5.3	14	9.9
Public Health Nursing	90	11.0	78	11.5	12	8.5
Other	56	6.8	52	7.7	4	2.8
Total	819	99.8	677	99.9	142	100.2

A comparison was made of the responses to Question 7, Q Two by generic program respondents and registered nurse program respondents. The findings of this comparison are presented in Table Q 19 #15.

Table Q 19 #15. Percent of Responses for Clinical Fields in Nursing Employment By Respondents' UTCN Program, Q Two

Clinical Field In Nursing Employment	Total Population Responses N	Total Population Responses %	Generic Program Responses N	Generic Program Responses %	Registered Nurse Program Responses N	Registered Nurse Program Responses %
Medical Nursing	63	19.4	54	19.4	9	19.6
Surgical Nursing	61	18.8	53	19.0	8	17.4
Maternity Nursing	29	8.9	25	9.0	4	8.7
Nursing of Children	35	10.8	33	11.8	2	4.3
Psychiatric Nursing	20	6.2	15	5.4	5	10.9
Public Health Nursing	33	10.2	25	9.0	8	17.4
General Nursing	35	10.8	29	10.4	6	13.0
Other	49	15.1	45	16.1	4	8.7
Total	325	100.2	279	100.1	46	100.0

Using the same 6 categories of clinical fields in nursing used throughout this chapter, it was possible to collapse these responses as recorded in Table Q 19 #16.

Table Q 19 #16. Percent of Responses For 6 Clinical Fields In Nursing Employment By Respondents' UTCN Program, Q Two

Clinical Field In Nursing Employment	Total Population Responses N	Total Population Responses %	Generic Program Responses N	Generic Program Responses %	Registered Nurse Program Responses N	Registered Nurse Program Responses %
Medical, Surgical and General	159	48.9	136	48.8	23	50.0
Maternity Nursing	29	8.9	25	9.0	4	8.7
Nursing of Children	35	10.8	33	11.8	2	4.3
Psychiatric Nursing	20	6.2	15	5.4	5	10.9
Public Health Nursing	33	10.2	25	9.0	8	17.4
Other	49	15.1	45	16.1	4	8.7
Total	325	100.1	279	100.1	46	100.0

Inferences from Tables Q 19 #13 and #15 included the following:

the clinical fields of nursing that were favored for employment by registered nurse program respondents in greater proportion than by generic program respondents were medical, surgical and general nursing, psychiatric nursing and public health nursing on both Q One and Q Two;

these preferences on the part of registered nurse program respondents were largely at the expense of nursing of children and "other" clinical fields in nursing employment on both questionnaires;

in the case of maternity nursing as a clinical field in nursing employment, its status changed in the period between Q One and Q Two; registered nurse program respondents favored it in Q One but gave it equal rating with the generic program respondents in Q Two.

The relatively small number of responses by members of the registered nurse program group, particularly on Q Two, must be taken into consideration in interpreting these findings. Nevertheless, the pattern of the registered nurse program group responses was more traditional than was the pattern of the generic program group responses.

POSITIONS IN NURSING

Question 20: "Indicate the type of positions you have held in nursing for one year or more. (Circle all that apply.)"

There were 854 usable responses and they are presented in descending order of frequency in Table Q 20#1.

Table Q 20 #1. Percent of Responses For Positions in Nursing Employment for One Year or More

Type of Position In Nursing	Responses N	Responses %
Staff or General Duty Nurse	398	46.6
Nursing Instructor or Assistant	150	17.6
Head Nurse or Assistant	126	14.8
Supervisor Nurse or Assistant	66	7.7
Other	41	4.8
Nursing Administrator or Assistant	24	2.8
Nursing Education Administrator or Assistant	21	2.5
*Pediatric Nurse Associate	13	1.5
Clinical Specialist	9	1.1
Nursing Consultant	6	0.7
Total	854	100.1

Respondents were asked to specify the area of nursing in which they had been employed as clinical specialists and as nursing consultants.

The areas in which respondents specified being clinical specialists were, as follows:

2 were specialists in each of recovery room nursing and psychiatric nursing
1 was a specialist in each of nurse midwifery, allergy techniques, cardiology nursing, coronary care nursing and out-patient nursing

The areas in which respondents specified being nursing consultants were, as follows:

1 was a consultant in each of nursing education, allergy techniques, cardiology nursing, coronary care nursing, and out-patient nursing.

one of the respondents who marked this option did not specify an area.

*The category of Pediatric Nurse Associate was separated out from responses to the "other" category because of the considerable number of responses.

The respondents who marked the "other" option were asked to give the title of the position they had held. These positions were, as follows:

13 had been pediatric nurse associates
5 had been private duty nurses
4 had been research nurses
3 each had been assistants to surgeons in private practice and school nurses
2 each had been team leaders, industrial nurses, clinical instructors, physicians' office nurses, charge nurses, in-service instructors, in-service coordinators and nurse anesthetists
1 each had been a project director, a nurse practitioner at St. Jude Hospital, a medication nurse, an intermediate public health nurse, an army health nurse, a night coordinator, a flight nurse, a health occupations education supervisor, a family planning nurse, an infection control surveillance nurse.

Using 3 broad categories of nursing positions, it was possible to compare the proportion of responses recorded for nursing service related positions, nursing education related positions and other types of positions The responses to Question 20, by these 3 categories, are presented in Table Q 20 #2.

Table Q 20 #2. Percent of Responses For 3 Categories of Positions in Nursing Employment for One Year or More

Category of Position	Responses N	Responses %
Nursing Service Related Positions (Staff or General Duty Nurse, Head Nurse or Assistant, Supervisor Nurse or Assistant, Nursing Administrator or Assistant)	614	71.9
Nursing Education Related Positions (Nursing Instructor or Assistant, Nursing Education Administrator or Assistant)	171	20.0
Other Positions: "Other," Nursing Consultant, Clinical Specialist and Pediatric Nurse Associate	69	8.1
Total	854	100.0

A comparison was made of the types of nursing positions held for one year or more by respondents in the UTCN Study and the Vanderbilt[1] Study. These findings are presented in Table Q 20 #3.

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[1] Donaldson, M.L., Table 9 p 31

Table Q 20 #3. Percent of Responses by UTCN and Vanderbilt Respondents for Positions in Nursing Employment for at Least One Year

	UTCN Study Respondents N=526 Responses N=854		Vanderbilt Study Respondents N=715 Responses N=1348	
Type of Position	Number of Responses	Percent of Respondents	Number of Responses	Percent of Respondents
Staff Nurse	398	75.7	454	64.0
Instructor	150	28.5	281	39.0
Head Nurse or Assistant	126	24.0	200	28.0
Supervisor or Assistant	66	12.5	184	26.0
Nursing Administrator or Assistant	24	4.6	110	15.0
Nursing Education Administrator or Assistant	21	4.0	-	-
Consultant and Clinical Specialist	15	2.9	32	5.0
Other	54	10.3	31	4.0

Although populations in the 2 Studies are not, strictly speaking, comparable, the findings presented in Table Q 20 #3 indicated that

UTCN respondents appeared to have had more experience as staff or general duty nurses, whereas, Vanderbilt respondents (which included master's level graduates) appeared to have had more experience as head nurses and supervisor nurses;

Vanderbilt respondents appeared to have had more experience as instructors and as nursing service administrators, whereas, UTCN respondents have had more experience in "other" non-traditional nursing positions; this may be due in part to the fact that the Vanderbilt data were collected prior to the UTCN data.

A comparison was made between the number and percent of responses made by respondents who had 3 to 13 years of experience since graduation and those who had only 2 years of experience in each of these 3 major categories of positions in nursing. Respondents who graduated in the Classes 1954 through 1964, inclusive, contributed 492, or 57.6%, of the total responses. Respondents who graduated in the Classes 1965 through 1974, inclusive, contributed 362, or 42.6%, of the total responses.

These findings are presented in Table Q 20 #4.

Table Q 20 #4. Percent of Responses for 3 Categories of Positions in Nursing Employment by Two Graduation-Response Intervals

Graduation-Response Interval	Nursing Service Positions Responses N	%	Nursing Education Positions Responses N	%	Other Positions Responses N	%
3-13 Years N=492	333	67.7	124	25.2	35	7.1
2 Years N=362	281	77.6	47	13.0	34	9.4

The number and percent of responses for the 3 categories of positions in nursing employment, by Class, are presented in Table Q 20 #5.

Table Q 20 #5. Percent of Responses for 3 Categories of Positions in Nursing Employment, By Class

Class	Grad-Resp. Interval	Respondents N	Nursing Service Positions N	%	Nursing Education Positions N	%	Other Positions N	%	Total Responses N
1954	13	23	38	73.1	13	25.0	1	1.9	52
1955	12	20	31	65.9	8	17.0	8	17.0	47
1956	11	33	45	67.2	19	28.4	3	4.5	67
1957	10	27	35	63.6	12	21.8	8	14.5	55
1958	9	35	43	56.6	25	32.9	8	10.5	76
1959	8	20	26	60.5	14	32.6	3	7.0	43
1960	7	20	27	75.0	8	22.2	1	2.8	36
1961	6	21	31	72.1	9	20.9	3	7.0	43
1962	5	22	26	70.3	11	29.7	0	0.0	37
1963	4	7	9	100.0	0	0.0	0	0.0	9
1964	3	20	22	81.5	5	18.5	0	0.0	27
1965	2	20	17	70.8	4	16.7	3	12.5	24
1966	↑	28	23	74.2	8	25.8	0	0.0	31
1967		12	11	63.1	4	25.0	1	6.3	16
1968		37	41	91.1	2	4.4	2	4.4	45
1969		32	31	83.8	3	8.1	3	8.1	37
1970		37	38	84.4	3	6.7	4	8.9	45
1971		32	41	80.4	6	11.8	4	7.8	51
1972		22	21	67.7	6	19.4	4	12.9	31
1973	↓	24	25	75.0	3	9.4	4	12.5	32
1974	2	41	33	66.0	8	16.0	9	18.0	50
Total		533	614		171		69		854
Mean of Class Percents				73.4		18.7		7.5	
Mean of Class Percents for Grad-Resp. Interval of 3-13 Years				71.4		22.6		5.9	
Grad-Resp. Interval of 2 Years				75.7		14.3		9.1	

The findings presented in Tables Q 20 #4 and #5 indicated that

there was a higher proportion of responses recorded for positions in nursing service by respondents with the shorter period of experience since graduation;

there was a considerably greater proportion of responses recorded for positions in nursing education by respondents with the longer graduation response interval; it was reasonable to assume that the additional educational preparation needed for these positions could account for the fact that relatively fewer respondents were ready for them in the first 4 years after graduation (Table Q 20 #5);

there was a slightly higher proportion of responses recorded for nursing positions in the "other" category by respondents answering 2 years after graduation.

In summary, there was evidence that as the graduation response interval increased, respondents moved from positions in nursing service into positions in nursing education.

A comparison was made to identify the proportion of responses that were made in each of the 4 types of positions included under the general category of nursing service related positions. The respondents who replied on the basis of from 3-13 years of experience were considered in one group and those that replied on the basis of 2 years of experience were considered in a second group. These findings are presented in Table Q 20 #6.

Table Q 20 #6. Percent of Responses for 4 Nursing Service Positions by 2 Graduation-Response Intervals

	Positions in Nursing Service							
Graduation Response Interval	Staff Nurse Responses		Head Nurse Responses		Supervisor Nurse Responses		Administrator Nurse Responses	
	N	%	N	%	N	%	N	%
3-13 Years N=333	178	53.5	87	26.1	49	14.7	19	5.7
2 Years N=281	220	78.3	39	13.9	17	6.0	5	1.8

The number and percent of the 614 responses for the 4 types of nursing service positions that respondents had held for one year or more, by Class, are presented in Table Q 20 #7.

Table Q 20 #7. Percent of Responses for 4 Nursing Service Positions, By Class

Class	Grad-Resp. Inter-val	Re-spond-ents N	Staff Nurse N	Staff Nurse %	Head Nurse N	Head Nurse %	Supervisor Nurse N	Supervisor Nurse %	Nursing Adminis-trator N	Nursing Adminis-trator %	Total Responses N
1954	13	23	17	44.7	10	26.3	8	21.1	3	7.9	38
1955	12	20	16	51.6	10	32.3	5	16.1	0	0.0	31
1956	11	33	21	46.7	13	28.9	8	17.8	3	6.7	45
1957	10	27	19	54.3	9	25.7	5	14.3	2	5.7	35
1958	9	35	23	53.5	9	20.9	7	16.3	4	9.3	43
1959	8	20	13	50.0	7	26.9	4	15.4	2	7.7	26
1960	7	20	16	59.3	6	22.2	4	14.8	1	3.7	27
1961	6	21	16	51.6	9	29.0	5	16.1	1	3.2	31
1962	5	22	17	65.4	6	23.1	1	3.8	2	7.7	26
1963	4	7	6	66.7	3	33.3	0	0.0	0	0.0	9
1964	3	20	14	63.6	5	22.7	2	9.1	1	4.5	22
1965	2	20	13	76.5	4	23.5	0	0.0	0	0.0	17
1966	↑	28	20	87.0	2	8.7	1	4.3	0	0.0	23
1967	│	12	8	72.7	1	9.1	2	18.2	0	0.0	11
1968	│	37	32	78.0	4	9.8	4	9.8	1	2.4	41
1969	│	32	26	83.9	4	12.9	1	3.2	0	0.0	31
1970	│	37	31	81.6	4	10.5	2	5.3	1	2.6	38
1971	│	32	26	63.4	11	26.8	3	7.3	1	2.4	41
1972	│	22	14	66.7	4	19.0	2	9.5	1	4.8	21
1973	↓	24	20	80.0	4	16.0	0	0.0	1	4.0	25
1974	2	41	30	90.9	1	3.0	2	6.1	0	0.0	33
Total		533	398		126		66		24		614
Mean of Class Percents				66.1		20.5		9.9		3.5	
Mean of Class Percents For Grad-Resp. Interval 3-13 Years				55.2		26.5		13.2		5.1	
2 Years				78.0		13.9		6.4		1.6	

It is evident from Tables Q 20 #6 and #7 that with an increasing number of years of working since graduation, there was movement up the nursing service administrative staffing ladder, by UTCN graduates.

Question 8 Q Two asked for information about positions held in nursing, offering the identical options but asking respondents to report on only the 5 years since they had answered Q One. They were asked to identify all the options that applied. For the description of the exact time period represented by responses from individual Classes, please see the discussion of findings for Question 10.

There were 298 usable responses to Question 8 and they are presented in descending order of frequency in Table Q 20 #8.

Table Q 20 #8. Percent of Responses For Positions in Nursing for One Year or More in 5 Years, Q One to Q Two

Positions in Nursing	Responses	
	N	%
Staff or General Duty Nurse	95	31.9
Nursing Instructor or Assistant	70	23.5
Head Nurse or Assistant	35	11.7
Supervisor Nurse or Assistant	29	9.7
Other	24	8.0
Nursing Education Administrator or Assistant	18	6.0
Nursing Administrator or Assistant	10	3.4
Clinical Specialist	9	3.0
Nursing Consultant	8	2.7
Total	298	99.9

Respondents were asked to specify the area of nursing in which they had been employed as clinical specialists and as nursing consultants.

Areas in which respondents specified being clinical specialists were, as follows:

3 in psychiatric nursing
2 in each of intensive care nursing and pediatric nursing
1 in each of surgical nursing and dialysis nursing

Areas in which respondents specified being nursing consultants were, as follows:

1 each in rehabilitative nursing, nursing curriculum, nursing service, nursing audit and quality assurance, psychiatric nursing, pediatric nursing, maternal and child health nursing

1 as nursing consultant for volunteers in a clinic in a housing project

Again, respondents were asked to specify the type of position they chose to identify as "other" rather than using one of the eight options in the list; the 24 responses were distributed, as follows:

3 as school nurse
2 each as office nurse, in-service education instructor and in-service education coordinator
1 each as missionary nurse, research nurse, industrial nurse, Armed Forces counselor, charge nurse in psychiatric day care center, health occupations education administrator, administrator of multi-disciplinary staff in drug abuse center, pediatric nurse practitioner, research associate, nurse coordinator for family planning clinic, flight nurse, emergency field nurse, cardiac catheterization nurse, family nurse clinician, nurse anesthetist

A comparison was made of responses to Question 20 Q One and Question 8 Q Two in terms of the percent of responses recorded for each position option. The findings of this comparison are presented in Table Q 20 #9.

Table Q 20 #9. Percent of Responses for Positions in Nursing, Q One and Q Two

	Questionnaire One N=854	Questionnaire Two N=298
Positions in Nursing	Percent of Responses	Percent of Responses
Staff of General Duty Nurse	46.6	31.9
Nursing Instructor or Assistant	17.6	23.5
Head Nurse or Assistant	14.8	11.7
Supervisor Nurse or Assistant	7.7	9.7
Other	6.3	8.0
Nursing Administrator or Assistant	2.8	3.4
Nursing Education Administrator or Assistant	2.5	6.0
Clinical Specialist	1.1	3.0
Nursing Consultant	0.7	2.7
Total	100.1	99.9

This comparison points up a change of greater than 3 percentage points in the proportion of responses in 4 out of the 9 options. This change was in the direction of an increase in the proportion identifying the positions of nursing instructor and nursing education administrator on Q Two, while it was in the direction of a decrease in the proportion identifying staff nurse and head nurse positions. The differential between the two sets of responses to the remaining options was less than 3 percentage points.

Using the same 3 categories of nursing positions that were described previously, the distribution of responses to Question 8 is presented in Table Q 20 #10.

Table Q 20 #10. Percent of Responses for 3 Categories of Positions in Nursing Employment in 5 Years, Q One to Q Two

Category of Position	Responses N	Responses %
Nursing Service Related Positions (Staff or General Duty Nurse, Head Nurse or Assistant, Supervisor Nurse or Assistant, Nursing Administrator or Assistant)	169	56.7
Nursing Education Related Positions (Nursing Instructor or Assistant, Nursing Education Administrator or Assistant)	88	29.5
Other Positions: "Other," Nursing Consultant, Clinical Specialist and Pediatric Nurse Associate	41	13.7
Total	289	99.9

A comparison was made of the findings on Q One and Q Two for these 3 broad categories of positions in nursing using Table Q 20 #2 and #10. These findings are presented in Table Q 20 #11.

Table Q 20 #11. Percent of Responses For 3 Categories of Positions in Nursing Employment by Q One and Q Two

Category of Position	Q One Responses N=854 %	Q Two Responses N=298 %
Nursing Service Related Positions (Staff Nurse, Head Nurse, Supervisor Nurse or Assistant, Nursing Administrator or Assistant)	71.9	56.7
Nursing Education Related Positions (Nursing Instructor or Assistant, Nursing Education Administrator or Assistant)	20.0	29.5
Other Positions: "Other," Nursing Consultant, Clinical Specialist and Pediatric Nurse Associate	8.1	13.7
Total	100.0	99.9

An additional comparison was made in which responses to both questionnaires were assembled into 2 groups on the basis of the number of years intervening between graduation and response, as follows:

Group 1. Responses from persons who answered Q One 3-13 years after graduation and Q Two 7-18 years after graduation

Group 2. Responses from persons who answered Q One 2 years after graduation

These findings for the 3 types of nursing positions, by the 2 time intervals since graduation, are presented in Table Q 20 #12.

Table Q 20 #12. Percent of Responses for 3 Categories of Positions in Nursing Employment by Two Graduation-Response Intervals

Graduation-Response Interval	Nursing Service Positions Responses		Nursing Education Positions Responses		Other Positions Responses	
	N	%	N	%	N	%
3-18 Years N=790 Responses	502	63.5	212	26.8	76	9.6
2 Years N=362 Responses	281	77.6	47	13.0	34	9.3

The findings in Tables Q 20 #11 and #12 substantiate findings based on responses to Q One alone in relation to the trends in popularity of nursing service and nursing education positions, namely, that there is a movement away from nursing service positions and toward positions in nursing education with an increase in the graduation-response interval.

The responses submitted by the 93 respondents in the Two Year-Seven Year Sample for these questions concerning positions in nursing employment are presented in Table Q 20 #13.

Table Q 20 #13. Percent of Responses For Positions in Nursing Employment for Two Year-Seven Year Sample, Q One and Q Two

Positions in Nursing	Questionnaire One Responses		Questionnaire Two Responses	
	N	%	N	%
Staff or General Duty Nurse	70	64.8	58	35.8
Head Nurse	8	7.4	23	14.2
Supervisor Nurse	7	6.5	14	8.6
Nursing Administrator	1	0.9	3	1.9
Nursing Consultant	1	0.9	5	3.1
Nursing Instructor	14	13.0	31	19.1
Nursing Education Administrator	1	0.9	6	3.7
Clinical Specialist	0	0.0	7	4.3
Other	6	5.6	15	9.3
Total	108	100.0	162	100.0

Collapsing these responses into the 3 major categories of nursing positions identified previously, responses of the Two Year-Seven Year Sample are presented in Table Q 20 #14.

Table Q 20 #14. Percent of Responses for Nursing Positions in 3 Categories For Two Year-Seven Year Sample

Graduation-Response Interval	Nursing Service Positions %	Nursing Education Positions %	Other Positions %
2 Years	79.6	13.9	6.5
7 Years	60.5	22.8	16.7

These findings, admittedly based on a small sample, do, however, corroborate the findings based on the total population, that respondents moved away from nursing service positions into nursing education and the "other" category of nursing positions as the number of years after graduation increased.

The data for Question 20 Q One and Question 8 Q Two were reviewed in the same manner as was described in relation to the data on employers. The Sample under consideration here is the same as described in Table Q 18 #13.

The number and percent of responses to Question 20 Q One and Question 8 Q Two for these 154 respondents were grouped into the 3 categories of positions in nursing used in Table Q 20 #2 and they are presented in Table A 15, Appendix A.

There were 226 usable responses recorded by the 154 respondents. The number and percent of these responses recorded for each of the 3 categories of positions in nursing employment, by the two year and seven year intervals between graduation and answering the questionnaires, are presented in Summary Table Q 20 #15. See Appendix A for detailed Table A 15.

Summary Table Q 20 #15. Percent of Responses for 3 Categories of Positions in Nursing, Q One and Q Two, Recorded in 1967, 1972 and 1976, by Classes 2 and 7 Years after Graduation

		Positions In Nursing Employment					
	Class and Year of Answer	Nursing Service Positions Responses N	Nursing Service Positions Responses %	Nursing Education Positions Responses N	Nursing Education Positions Responses %	Other Positions Responses N	Other Positions Responses %
2 Year Grad-Resp. Interval	1965 in 1967 N=24	17	70.8	4	16.7	3	12.5
	1970 in 1972 N=45	38	84.4	3	6.6	4	8.8
	1974 in 1976 N-50	33	66.0	8	16.0	9	18.0
	Total N=119	88	73.9	15	12.6	16	13.4
7 Year Grad-Resp. Interval	1960 in 1967 N=36	27	75.0	8	22.2	1	2.7
	1965 in 1972 N=27	14	51.9	9	33.3	4	14.8
	1969 in 1976 N=44	26	59.1	9	20.5	9	20.5
	Total N=107	67	62.6	26	24.3	14	13.1

When attention was directed to the findings derived from this sample of 154 respondents in the matter of types of employers, categories of clinical fields for employment and types of positions in Summary Tables Q 18 #14, Q 19 #12 and Q 20 #15, it appeared that movement among types of positions was less marked than movement among the clinical fields of nursing or among types of employers with the increase in years since graduation.

Upward mobility in positions in nursing service was considered and the findings for this Sample of 154 respondents are presented in Table Q 20 #16.

Table Q 20 #16. Percent of Responses for 4 Positions in Nursing Service Employment, Recorded in 1967, 1972 and 1976, by Classes 2 and 7 Years after Graduation, Q One and Q Two

		Positions In Nursing Employment							
	Class and Year of Answer	Staff Nurse Responses N	Staff Nurse Responses %	Head Nurse Responses N	Head Nurse Responses %	Supervisor Nurse Responses N	Supervisor Nurse Responses %	Nursing Administrator Responses N	Nursing Administrator Responses %
2 Year Grad-Resp. Interval	1965 in 1967 N=17	13	76.5	4	23.5	0	0.0	0	0.0
	1970 in 1972 N=38	31	81.6	4	10.5	2	5.3	1	2.6
	1974 in 1976 N=33	30	90.9	1	3.0	2	6.1	0	0.0
	Total N=88	74	84.1	9	10.2	4	4.5	1	1.1
7 Year Grad-Resp. Interval	1960 in 1967 N=27	16	59.3	6	22.2	4	14.8	1	3.7
	1965 in 1971 N=14	11	78.6	2	14.3	1	7.1	0	0.0
	1969 in 1976 N=26	11	42.3	6	23.1	6	23.1	3	11.5
	Total N=67	38	56.7	14	20.9	11	16.4	4	6.0

The movement over the 5 year interval between responses was up the ladder from staff nurse. The increase in the proportion of responses for head nurse positions was two fold, for supervisor nurse positions it was four fold and for nursing service administrator positions it was six fold.

A comparison was made of the percent of responses recorded in 1967, in 1972 and in 1976, in the 4 types of nursing service positions and by the two year and seven year response intervals. These findings are presented in Table Q 20 #17.

Table Q 20 #17. Percent of Responses from Sample of 154 Respondents For 4 Positions in Nursing Service Recorded in 1967, 1972 and 1976 by 2 and 7 Year Graduation-Response Intervals

	Positions in Nursing Service							
	Staff Nurse		Head Nurse		Supervisor Nurse		Nursing Administrator	
	Percent of Response		Percent of Response		Percent of Response		Percent of Response	
Year of Response	2 Yrs.	7 Yrs.	2 Yrs.	7 Yrs.	2 Yrs.	7 Yrs.	2 Yrs.	7 Yrs.
In 1967	76.5	59.3	23.5	22.2	0.0	14.8	0.0	3.7
In 1972	81.6	78.6	10.5	14.3	5.3	7.1	2.6	0.0
In 1976	90.9	42.3	3.0	23.1	6.1	23.1	0.0	11.5

Again, the pattern of upward mobility was evident but not identical in the 3 time frames under consideration. The least movement out of staff nurse positions during the preceding 5 year period was reported in 1972 and the most movement was reported in 1976. In this latter year, 48% of respondents reported that they had moved out of staff nurse positions into head nurse, supervisory or administrative positions in nursing service in the preceding 5 years.

The small number of responses recorded for positions in nursing education (N=41) in this sample of 154 respondents and the limitation of levels of positions to 2 categories only, instructor and nursing education administrator, rendered further comparison of these 41 responses inadvisable.

A comparison was made of the responses to Question 20 recorded by the generic program respondents and registered nurse program respondents. The findings from this comparison are presented in Table Q 20 #18.

Table Q 20 #18. Percent of Responses For Positions in Nursing Employment for One Year or More, by Respondents' UTCN Program, Q One

Type of Position	Total Population Responses N	Total Population Responses %	Generic Program Responses N	Generic Program Responses %	Registered Nurse Program Responses N	Registered Nurse Program Responses %
Staff Nurse	398	46.6	350	52.0	48	26.5
Head Nurse	126	14.7	101	15.0	25	13.8
Supervisor Nurse	66	7.7	42	6.2	24	13.3
Nursing Administrator	24	2.8	13	1.9	11	6.1
Nursing Consultant	6	0.7	5	0.7	1	0.5
Nursing Instructor	150	17.6	102	15.2	48	26.5
Nursing Education Administrator	21	2.5	8	1.2	13	7.2
Clinical Specialist	9	1.1	7	1.0	2	1.1
Other	54	6.3	45	6.7	9	5.0
Total	854	100.0	673	99.9	181	100.0

Using the same 3 broad categories of positions that have been used throughout consideration of Question 20, it is possible to collapse these responses as recorded in Table Q 20 #19.

Table Q 20 #19. Percent of Responses for 3 Categories of Positions in Nursing Employment, by Respondents' UTCN Program, Q One

Category of Position In Nursing	Total Population Responses N	Total Population Responses %	Generic Program Responses N	Generic Program Responses %	Registered Nurse Program Responses N	Registered Nurse Program Responses %
Nursing Service Related	614	71.8	506	75.1	108	59.7
Nursing Education Related	171	20.1	110	16.4	61	33.7
Other Positions	69	8.1	57	8.3	12	6.6
Total	854	100.0	673	99.9	181	100.0

A comparison was made of the responses to Question 8 Q Two by generic program and registered nurse program respondents. The findings of this comparison are presented in Table Q 20 #20.

Table Q 20 #20. Percent of Responses For Positions in Nursing Employment By Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
	Responses		Responses		Responses	
Type of Position	N	%	N	%	N	%
Staff or General Duty Nurse	95	31.9	88	33.8	7	18.4
Head Nurse	35	11.7	31	11.9	4	10.5
Supervisor Nurse	29	9.7	24	9.2	5	13.2
Nursing Administrator	10	3.4	6	2.3	4	10.5
Nursing Consultant	8	2.7	6	2.3	2	5.3
Nursing Instructor	70	23.5	59	22.7	11	28.9
Nursing Education Administrator	18	6.0	15	5.8	3	7.9
Clinical Specialist	9	3.0	9	3.5	0	0.0
Other	24	8.0	22	8.5	2	5.3
Total	298	99.9	260	100.0	2 38	100.0

Using the same 3 general categories of positions in nursing as have been used previously, it was possible to collapse these responses as presented in Table Q 20 #21.

Table Q 20 #21. Percent of Responses for 3 Categories of Positions in Nursing Employment, by Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
Category of Position	Responses		Responses		Responses	
In Nursing	N	%	N	%	N	%
Nursing Service Related	169	56.7	149	57.2	20	52.6
Nursing Education Related	88	29.5	74	28.5	14	36.8
Other Positions	41	13.7	37	14.3	4	10.6
Total	298	99.9	260	100.0	38	100.0

The findings presented in Tables Q 20 #19 and #21 indicated that

positions in nursing employment that were favored by registered nurse program respondents, in greater proportion than by generic program respondents, were positions in nursing education on both Q One and Q Two. The amount of difference, however, was 17 percentage points on Q One and only 8 percentage points on Q Two. The relatively small increase for registered nurse program respondents apparently resulted from the fact that the proportion of them employed in nursing education positions when they answered Q One was already twice that for generic program respondents. This situation may, in turn, have been due to the fact that a high proportion of registered nurse program respondents were employed in nursing education positions prior to and during their attendance in the baccalaureate program at UTCN and continued in them immediately following graduation;

positions in nursing employment that were favored by generic program respondents in greater proportion than by registered nurse program respondents were positions in nursing service on both Q One and Q Two. The amount of the difference, however, was a matter of 15 percentage points on Q One and only 5 percentage points on Q Two;

positions in nursing employment that were nearly equally attractive to respondents from both program groups were those designated "other" positions. The generic program respondents favored them in both questionnaires over the registered nurse program respondents but by only 2 and 4 percentage points respectively.

FIRST NURSING POSITION

Question 21: "Following graduation for the first time from the University of Tennessee nursing programs, what was your first full-time nursing position?" (Use a number from the categories in Question 20.)

There were 516 usable responses and they are presented in descending order of frequency in Table Q 21 #1.

Table Q 21 #1. Percent of Responses for Type of First Positions in Nursing

Type of Position	Responses N	Responses %
Staff or General Duty Nurse	376	72.9
Nursing Instructor or Assistant	57	11.0
Other	31	6.0
Head Nurse or Assistant	30	5.8
Supervisor Nurse or Assistant	10	1.9
Clinical Specialist	6	1.2
Nursing Administrator or Assistant	4	0.8
Nursing Educator Administrator or Assistant	1	0.2
Nursing Consultant	1	0.2
Total	516	100.0

The 6 respondents who reported being employed as clinical specialists in their first positions specified the following clinical fields of practice:

1 in operating room nursing
1 in recovery room and intensive care nursing in U.S. Navy
1 in psychiatric nursing
3 in pediatric nursing

The one respondent who recorded that her first position was nursing consultant identified the position as consultant in rehabilitation for an insurance company.

The respondents who marked the "other" option in relation to the first position they held were asked to give the title of the position; these were as follows:

10 were pediatric nurse associates
4 each were private duty nurses and public health staff nurses
2 each were physicians' office nurses and assistants to private surgeons
1 each was an industrial staff nurse
an operating room staff nurse
a Navy nurse, a school nurse, a research nurse,
a medication nurse, a charge nurse (11-7 shift)
a combined supervisor and administrator of nursing
a combined staff nurse and head nurse

A comparison was made of the types of first nursing positions held by respondents in the UTCN Study, the Vanderbilt Study[1], and the NLN Study, RN's One Year and Five Years After Graduation[2]. These findings are presented in Table Q 21 #2.

Table Q 21 #2. Percent of Responses for First Nursing Positions By Respondents in UTCN, Vanderbilt and NLN Studies

*First Nursing Position	UTCN Generic Program Respondents **N=433		Vanderbilt Respondents N=633		NLN Baccalaureate Respondents N=1525	
	N	%	N	%	N	%
Staff Nurse	352	79.5	411	62.0	1143	75.0
Head Nurse and Assistant Head Nurse	23	5.2	77	11.6	***198	13.0
Supervisor and Assistant	4	0.9	24	3.6	20	1.3
Instructor and Assistant	30	6.8	107	16.1	84	5.5
Administrator, Education or Service	1	0.2	10	1.5	1	0.1
Consultant and Clinical Specialist	7	1.6	3	0.5	3	0.2
Other	26	5.9	31	4.7	76	5.0
Total	443	100.1	663	100.0	1525	100.1

*For NLN data, this was position at the end of 1 year after graduation
**See Table Q 21 #3
***This category combines 2 categories from NLN Table 11 page 16, namely, "Staff and Head Nurse" and "Head Nurse"

The NLN percent for staff nurse could have been closer to the UTCN percent if the NLN responses had been for first positions specifically. In Table 19, page 22, dealing with number of changes in position in the NLN Study, 47.4% of the respondents had changed positions at least once by the end of the first year after graduation when they answered the NLN questionnaire.

This difference in the nature of the specific response could also account for the greater proportion of NLN respondents reporting head nurse positions than was the case for UTCN respondents.

Findings in all remaining categories of positions in the UTCN and NLN Studies were relatively similar.

The exact population that made up the N of 663 for Vanderbilt is not stated but it can be assumed that it contained representatives of all five of the Vanderbilt programs. Inclusion of registered nurse program respondents and master's program respondents would tend to increase the proportion reporting first positions as head nurse, supervisors, instructors and administrators.

[1] Donaldson, M.L., Adapted from Table 10 p 31
[2] Knopf, L., Adapted from Table 11 p 16

A similar influence in these categories was evident in Table Q 21 #3 in the UTCN Study.

Despite the shortcomings in comparability of the 3 samples, it can be stated that the UTCN pattern of first positions in nursing resembled more closely that of the NLN sample than it did that of the Vanderbilt sample.

A comparison was made of the responses to Question 21 that were recorded by generic program respondents and by registered nurse program respondents. The findings from this comparison are presented in Table Q 21 #3.

Table Q 21 #3. Percent of Responses for First Nursing Position by Respondents' UTCN Program

	Total Population		Generic Program		Registered Nurse Program	
Type of First Position	Responses N	%	Responses N	%	Responses N	%
Staff or General Duty Nurse	376	72.9	352	79.3	24	32.9
Head Nurse or Assistant	30	5.8	23	5.2	7	9.6
Supervisor Nurse or Assistant	10	1.9	4	0.9	6	8.2
Nursing Administrator or Assistant	4	0.8	1	0.2	3	4.1
Nursing Consultant	1	0.2	1	0.2	0	0.0
Nursing Instructor or Assistant	57	11.0	30	6.8	27	37.0
Nursing Education Administrator or Assistant	1	0.2	0	0.0	1	1.4
Clinical Specialist	6	1.2	6	1.4	0	0.0
Other	31	6.0	26	5.9	5	6.8
Total	516	100.0	443	100.1	73	100.0

The higher proportion of responses from respondents of the registered nurse program in the positions of head nurse, supervisor nurse, nurse administrator and nursing instructor may have been due to the fact that these nurses held positions at these levels prior to enrolling in the College of Nursing and returned to them, or to more advanced positions, as their first positions following graduation with the degree of bachelor of science in nursing. These positions were not necessarily their first nursing positions; rather, they were their first positions after qualifying for the bachelor's degree in nursing.

A comparison was made of the proportion of respondents, by program and by Class, that reported being employed as instructor or assistant, in their first position after graduation from the College of Nursing. These findings are presented in Table Q 21 #4.

Table Q 21 #4. Percent of Responses For Instructor as First Nursing Position After Graduation, By Class and By Respondents' UTCN Program

	Total Population			Generic Program			Registered Nurse Program		
	Responses To Q 21	Instructor Responses		Responses To Q 21	Instructor Responses		Responses To Q 21	Instructor Responses	
Class	N	N	%	N	N	%	N	N	%
1954	22	3	13.6	19	2	10.5	3	1	33.3
1955	20	2	10.0	17	1	5.9	3	1	33.3
1956	33	5	15.2	32	5	15.6	1	0	0.0
1957	25	3	12.0	22	2	9.1	3	1	33.3
1958	32	9	28.1	24	5	20.8	8	4	50.0
1959	19	2	10.5	16	1	6.3	3	1	33.3
1960	19	1	5.3	17	0	0.0	2	1	50.0
1961	19	2	10.5	16	1	6.3	3	1	33.3
1962	22	4	18.2	21	3	14.3	1	1	100.0
1963	7	0	0.0	6	0	0.0	1	0	0.0
1964	19	3	15.8	14	1	7.1	5	2	40.0
1965	19	2	10.5	15	2	13.3	4	0	0.0
1966	27	5	18.5	21	3	14.3	6	2	33.3
1967	12	1	8.3	12	1	8.3	0	0	0.0
1968	36	2	5.6	33	0	0.0	3	2	66.7
1969	32	0	0.0	27	0	0.0	5	0	0.0
1970	36	0	0.0	35	0	0.0	1	0	0.0
1971	32	5	15.6	24	0	0.0	8	5	62.5
1972	21	2	9.5	18	1	5.6	3	1	33.3
1973	24	2	8.3	21	1	4.8	3	1	33.3
1974	40	4	10.0	33	1	3.0	7	3	42.9
Total	516	57		443	30		73	27	
			Av.11.0			Av. 6.8			Av.37.0

The mean of the percentages in Table Q 21 #4 for the respondents, by program, and by 3 groups of Classes are presented in Table Q 21 #5.

Table Q 21 #5. Mean of Percents for Instructor as First Position, By Program, and By Classes 1954-1959, 1960-1969 and 1970-1974

	Mean of Percents For Instructor As First Position	
Classes	Generic Program	Registered Nurse Program
1954-1959	11.4	30.5
1960-1969	6.4	32.3
1970-1974	2.7	34.4

The reduction in the proportion of generic program respondents taking positions as instructors, as their first position, was consistent and to be expected, as qualifications for employment as an instructor have been upgraded in the 21 years covered in this study.

The fact that the proportion of registered nurse program respondents taking positions as instructors, as their first positions following graduation with the baccalaureate degree, has been consistent over the 21 years, may reflect the possibility that many of them were employed as instructors in hospital schools of nursing before and during their baccalaureate programs and continued as instructors upon graduation from UTCN. The fact that hospital schools of nursing accounted for 9% of generic program responses and 24% of registered nurse program responses, concerning employment in general in Table Q 18 #16, would support this possibility.

Since Question 21 was not repeated on Q Two, this concludes the findings on Question 21 Q One.

Question 22: "How long did you remain in this first position? (Circle one)"

There were 450 usable responses and they are presented in descending order of frequency in Table Q 22 #1.

Table Q 22 #1. Percent of Responses for Years in First Nursing Position

Length of Time In First Nursing Position	Responses N	%
1 Year	282	62.7
2 Years	126	28.0
3 Years	22	4.9
4 Years	8	1.8
5 Years	4	0.9
6 Years	5	0.9
7 Years	1	0.2
8 Years	1	0.2
9 Years	1	0.2
10 Years	1	0.2
11 to 15 Years	0	0.0
Total	450	100.0

95% of the respondents reported that they remained in their first nursing positions less than 4 years.

There were 241 respondents, 53.6% of the total, who graduated only 2 years before responding to Q One. These persons are members of Classes that graduated from 1965 to 1974 inclusive. Of them, 146, or 60.6%, reported being employed for only one year in their first position. The findings for respondents who answered 2 years after graduation are presented in Table Q 22 #2.

Table Q 22 #2. Percent of Responses, By Class, For 1 Year and 2 Years in First Position For 241 Respondents With 2 Year Graduation Response Interval

Class	Percent of Responses 1 Year In First Position	2 Years In First Position
1965	62.5	37.5
1966	66.7	33.3
1967	72.7	27.3
1968	68.7	31.2
1969	60.0	40.0
1970	55.9	44.1
1971	57.7	42.3
1972	61.1	38.4
1973	40.9	59.1
1974	63.9	36.1
Mean of Percents	60.4	38.7

There were 209 respondents, or 46.4% of the total, who had graduated from 3 to 13 years prior to answering Q One. These persons were members Classes that graduated in 1954 through 1964. Of them, 136, or 65%, reported being employed for only one year in their first positions. The findings for respondents who answered from 3 to 13 years after graduation are presented in Table Q 22 #3.

Table Q 22 #3. Percent of Responses, By Class, For 1,2 and 3 and More Years In First Position For 209 Respondents With 3 to 13 Year Graduation Response Interval

		Percent of Responses		
Class	Grad-Resp. Interval	1 Year In First Position	2 Years In First Position	3 and More Years In First Position
1954	13	63.2	10.5	26.4
1955	12	63.2	10.5	26.4
1956	11	82.1	7.1	10.7
1957	10	58.3	25.0	16.8
1958	9	56.0	28.0	16.0
1959	8	72.2	16.7	11.2
1960	7	58.8	11.8	29.4
1961	6	72.2	11.1	16.7
1962	5	66.7	14.3	19.0
1963	4	50.0	0.0	50.0
1964	3	57.1	14.3	28.6
Mean of Percents		63.6	13.6	22.8

It appeared that the tendency to move out of the first position after one year has changed relatively little in the period of this study. It was typical for approximately 60% of UTCN graduates to stay in their first position for no more than one year.

A comparison was made of the responses to Question 22 recorded by generic program respondents and registered nurse program respondents. The findings from this comparison are presented in Table Q 22 #4.

Table Q 22 #4. Percent of Responses for Number of Years in First Nursing Position, By Respondents' UTCN Program

Number of Years In First Position	Total Population Responses		Generic Program Responses		Registered Nurse Program Responses	
	N	%	N	%	N	%
One	282	62.7	248	64.8	34	50.7
Two	126	28.0	112	29.2	14	20.9
Three	22	4.9	13	3.4	9	13.4
Four	8	1.8	5	1.3	3	4.5
Five	4	0.9	3	0.8	1	1.5
Six	4	0.9	0	0.0	4	5.8
Seven	1	0.2	1	0.3	0	0.0
Eight	1	0.2	1	0.3	0	0.0
Nine	1	0.2	0	0.0	1	1.5
Ten	1	0.2	0	0.0	1	1.5
Total	450	100.0	383	100.1	67	99.8

It appeared from this comparison that respondents from the registered nurse program tended to remain proportionately longer in the first nursing position than did the respondents from the generic program.

The Vanderbilt Study[1] contains no information on length of time in first nursing positions.

The only comparable data in the NLN Study[2] are found in Table 19 on page 22; the finding that 45.4% of baccalaureate graduates had not changed employers during the first year since graduation can be compared with the UTCN Study finding that a mean of 64.8% of respondents who answered Q One just 2 years after graduation reported that they had remained in their first nursing positions for one year. Since the UTCN questionnaire did not offer an option for remaining in the first position less than one year, it was likely that this estimate of 64.8% of respondents was high for remaining a full year in the first position.

Taking these limitations into account, this comparison, however, indicated a lower mobility among UTCN respondents than among the NLN respondents, immediately after graduation.

Since Question 22 was not repeated on Q Two, this concludes the findings for Question 22.

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[1] Donaldson, M.L.

[2] Knopf, L. RN's One Year and Five Years After Graduation, Table 19 p 22

PRESENT EMPLOYER

Question 23 asked respondents to identify their present positions in terms of employer, clinical field in nursing and type of position, using the same options as were offered in Questions 18, 19 and 20, respectively.

There were 348 usable responses to the request for identification of the present employer (Part 1) and they are presented in descending order of frequency in Table Q 23 P1 #1.

Table Q 23 P1 #1. Percent of Responses for Type of Employer In Present Position In Nursing

Employer or Agency	Responses N	%
General Hospital	141	40.5
Public Health Agency	46	13.2
Hospital School of Nursing	40	11.5
Veterans Administration Hospital	24	6.9
Specialty Hospital	19	5.5
Other	19	5.5
Collegiate School of Nursing	16	4.6
Associate Degree Program	15	4.3
*Armed Forces	9	2.6
Doctor or Dentist (Office Nurse)	6	1.7
School System (School Nurse)	4	1.1
Licensed Practical Nursing Program	3	0.9
Nursing Home	3	0.9
Individual (Private Duty Nurse)	]	0.6
Industry	1	0.3
Total	348	100.1

*The category of Armed Forces was separated out from responses to "Other" to achieve comparability between Table Q 18 #1 and Table Q 23 P1 #1.

When respondents marked "other" they were asked to specify the individual or agency by which they were presently employed and they identified the following:

3 were employed by foreign mission agencies
9 were in the Armed Forces
5 were employed in
    federal hospitals and
    services including a family health center, a rape crisis center, a children and youth service, a mental health center.
5 were employed in research agencies
5 were employed in clinics and out-patient departments
1 was employed by a medical school

Using the same 4 broad categories of employers that were used in reporting on Question 18, it was possible to group these responses as presented in Table Q 23 Pl #2.

Table Q 23 Pl #2. Percent of Responses For 4 Categories of Present Employers

Category of Present Employer	Responses N	%
All Hospitals:		
General, Veterans Administration and Specialty	184	52.9
Schools of Nursing:		
Hospital, Collegiate, Associate Degree and Licensed Practical Nursing Program	74	21.3
Public Health Services:		
Public Health Agency, School System, Industry	51	14.7
Other Employers:		
"Other," Nursing Home, Individual, Doctor or Dentist, Armed Forces	39	11.2
Total	348	100.1

A comparison of information available concerning the 4 major categories of present employers in the NLN Study[1] and in the UTCN Study was made.

Since the UTCN data did not contain information about employers just one year graduation, the responses made 2 years after graduation to Question 23 Part 1 by generic program respondents in the Classes 1965-1974 were extracted.

Since UTCN data contained responses from only the Class of 1962 at exactly 5 years after graduation, the responses made 7 years after graduation to Question 9 Part 1 Q Two by generic program respondents in Classes 1965-1969 were extracted.

The findings of this comparison are presented in Table Q23 Pl #3.

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[1] Knopf, L. One Year and Five Years After Graduation, Table 13, p 18

Table Q 23 Pl #3. Percent of Responses for Present Employers of UTCN and NLN Respondents By 4 Graduation-Response Intervals

	NLN Study Baccalaureate Program				UTCN Study Generic Program			
	Graduation-Response Interval				Graduation-Response Interval			
	1 Year		5 Years		2 Years		7 Years	
	Data Collected In 1965, 1968, 1970		Data Collected In 1969, 1972, 1974		Data Collected In 1967 - 1976		Data Collected In 1972 - 1976	
	Responses		Responses		Responses		Responses	
Present Employer	N	%	N	%	N	%	N	%
Hospitals	1024	66.8	522	52.4	125	64.1	24	49.0
Schools of Nursing	62	4.0	132	13.2	16	8.3	16	32.6
Public Health Agencies	262	17.1	197	19.8	31	15.9	5	10.2
Other	185	12.1	146	14.6	23	11.8	4	8.2
Total	1533	100.0	997	100.0	195	100.0	49	100.0

This comparison of UTCN findings with NLN findings showed that they were comparable for 3 of the 4 categories of present employers, namely, hospitals, public health agencies and the "other" category. This comparability existed despite the variability in the graduation-response intervals.

However, there was a marked difference in the findings related to schools of nursing as present employers. The proportion of UTCN respondents identifying schools of nursing as present employers not only started at a higher level at the shorter graduation-response interval, it also increased at a higher rate to the longer graduation-response interval.

Although it has not been the declared intent of the UTCN to prepare graduates to teach in schools of nursing, the data in this Study support the possibility that subtle factors in the program, coupled with the significant demand for teachers of nursing, may have influenced graduates into employment as teachers.

A comparison was made of the number and percent of responses for respondents with 3-13 years of experience and respondents with 2 years of experience since graduation. The findings are presented in Table Q 23 Pl #4.

Table Q 23 Pl #4. Percent of Responses for Present Employers By 4 Categories and By 2 Graduation-Response Intervals

Graduation-Response Interval	Present Employers: Hospitals Responses N	Hospitals Responses %	Schools of Nursing Responses N	Schools of Nursing Responses %	Public Health Services Responses N	Public Health Services Responses %	Other Responses N	Other Responses %
3-13 Years N=118	49	41.5	41	34.7	14	11.9	14	11.9
2 Years N=230	135	58.7	33	14.3	37	16.1	25	10.9

These findings indicated that there was a decrease of 17 percentage points in the proportion of responses for "hospitals" as present employer between the 2 year and 3-13 year groups. This decrease was more than absorbed in the 20 percentage point increase in the proportion of response for schools of nursing as present employers between the 2 groups.

The difference in the proportion of responses for public health services, as present employers, was slight but it did indicate that employment in public health was attractive to graduates 2 years out of school.

Although there was no difference in the proportion reporting "other" employers, on a basis of the time since graduation, it was noteworthy that graduates with only 2 years of experience were represented in proportions equal to those for graduates with more experienee.

The number and percent of responses, by Class, for each of the 4 large categories of present employers is presented in Table Q 23 Pl #5.

Table Q 23 Pl #5. Percent of Responses for 4 Categories of Present Employers, By Class

			Present Employers								
			Hospitals		Schools of Nursing		Public Health Services		Other Employers		Total Responses
	Grad-Resp. Interval	Answered	Responses		Responses		Responses		Responses		
Class	Years	In	N	%	N	%	N	%	N	%	N
1954	13	1967	3	42.8	3	42.8	0	16.7	1	14.3	7
1955	12	↑	6	50.0	2	16.7	2	25.0	2	16.7	12
1956	11		3	25.0	5	41.7	3	8.3	1	8.3	12
1957	10		7	58.3	3	25.0	1	16.7	1	8.3	12
1958	9		5	27.7	10	55.6	3	18.2	0	0.0	18
1959	8		4	36.4	4	36.4	2	0.0	1	9.1	11
1960	7		5	62.5	1	12.5	0	0.0	2	25.0	8
1961	6		2	22.2	4	44.4	1	11.1	2	22.2	9
1962	5		5	38.5	5	38.5	0	0.0	3	23.1	13
1963	4		3	100.0	0	0.0	0	0.0	0	0.0	3
1964	3	↓	6	46.2	4	30.8	2	15.4	1	7.7	13
1965	2	1967	8	44.4	3	16.7	3	16.7	4	22.2	18
1966	↑	1968	11	50.0	5	22.7	5	22.7	1	4.5	22
1967		1969	6	54.5	2	18.2	2	18.2	1	9.1	11
1968		1970	17	58.6	4	13.8	5	17.2	3	10.3	29
1969		1971	17	70.8	2	8.3	5	20.8	0	0.0	24
1970		1972	19	63.3	1	3.3	6	20.0	4	13.3	30
1971		1973	17	70.8	5	20.8	0	0.0	2	8.3	24
1972		1974	7	36.8	3	15.8	5	26.3	4	21.1	19
1973	↓	1975	15	71.4	3	14.3	1	4.8	2	9.5	21
1974	2	1976	18	56.3	5	15.6	5	15.6	4	12.5	32
Total			184		74		51		39		348
Mean of Class Percents				51.7		23.5		13.0		11.7	
Mean of Class Percents for Grad-Resp. Intervals 3-13 years			N= 49	46.3	N=41	31.3	N=14	10.1	N=14	12.2	118
Grad-Resp. Interval 2 Years			N=135	57.6	N=33	15.0	N=37	16.2	N=25	11.0	230

Question 9 Part 1 Q Two asked for information about the respondents present employer, offering the identical options as Question 23 Part 1 Q One. The year in which respondents in each Class gave information about present employment on Q Two is, as follows:

Classes graduating in 1954 through 1965, inclusive, answered Q Two in 1972; Class of 1966 answered in 1973; Class of 1967 answered in 1974; Class of 1968 answered in 1975; Class of 1969 answered in 1976.

There were 136 usable responses to Question 9 Part 1 and they are presented in descending order of frequency in Table Q 23 P1 #6.

Table Q 23 P1 #6. Percent of Responses For Present Employers, Q Two

	Responses	
Type of Employer	N	%
General Hospital	37	27.2
Public Health Agency	19	14.0
Associate Degree Program	18	13.2
Collegiate School of Nursing	14	10.3
Hospital School of Nursing	11	8.1
Veterans Administration Hospital	10	7.4
Other	8	5.9
School System	5	3.7
Doctor or Dentist	5	3.7
Licensed Practical Nursing Program	4	2.9
Specialty Hospital	3	2.2
Nursing Home	1	0.7
Industry	1	0.7
Individual	0	0.0
Total	136	100.0

The kinds of specialty hospitals that were identified were:

a psychiatric day treatment center
a clinical research center
a medical-surgical hospital

Employers identified under the "other" option and the number of respondents who identified each were, as follows:

2 were employed in the Armed Forces
1 was employed in or by each of
    National Institute of Health
    a primary care service (health access center)
    a child development center
    an ambulance service
    a college of medicine (community medicine clinic)
    a non-profit childbirth education association

A comparison was made of the responses to Question 23 Part 1 Q One and Question 9 Part 1 Q Two in terms of the percent of responses recorded for each option. The findings are presented in Table Q 23 Pl #7.

Table Q 23 Pl #7. Percent of Responses for Present Employers, Q One and Q Two

Present Employer	Responses Q One %	Responses Q Two %
General Hospital	40.5	27.2
Public Health Agency	13.2	14.0
Hospital School of Nursing	11.5	8.1
Other	8.0	5.9
Veterans Administration Hospital	6.9	7.4
Specialty Hospital	5.5	2.2
Collegiate School of Nursing	4.6	10.3
Associate Degree Program	4.3	13.2
Doctor or Dentist	1.7	3.7
School System	1.1	3.7
Licensed Practical Nurse Program	0.9	2.9
Nursing Home	0.9	0.7
Individual Employer	0.6	0.0
Industry	0.3	0.7
Total	100.0	100.0

This comparison pointed up an increase in the proportion of responses, in excess of three percentage points, identifying the collegiate school of nursing and the associate degree program as present employers at the time Q Two was answered.

There was a decrease, in each case greater than 3 percentage points, in the proportion of responses identifying the general hospital, the specialty hospital and the hospital school of nursing as present employers.

There was a 3% or less change in the proportion identifying a public health agency, veterans hospital, doctor or dentist, a school system, a licensed practical nursing program, a nursing home, a private individual, industry and the "other" category as present employers.

Using the same 4 broad categories of employers that were identified in Table Q 23 P1 #2, it was possible to group these responses as presented in Table Q 23 P1 #8.

Table Q 23 P1 #8. Percent of Responses By 4 Categories of Present Employers, Q Two

Category of Present Employer	Responses N	Responses %
All Hospitals:		
General, Veterans Administration and Specialty	50	36.8
Schools of Nursing:		
Hospital, Collegiate, Associate Degree and Licensed Practical Nursing Program	47	34.6
Public Health Services:		
Public Health Agency, School System and Industry	25	18.4
Other Employers:		
"Other," Nursing Home, Individual, Doctor,or Dentist, Armed Forces	14	10.3
Total	136	100.1

A comparison was made of the finding on Q One and Q Two for these 4 broad categories of present employers, using Tables Q 23 P1 #2 and Q 23 P1 #8. These findings are presented in Table Q 23 P1 #9.

Table Q 23 P1 #9. Percent of Responses By 4 Categories of Present Employers, Q One and Q Two

Category of Present Employer	Q One Responses N=346 %	Q Two Responses N=136 %
All Hospitals:		
General, Veterans Administration and Specialty	52.9	36.8
Schools of Nursing:		
Hospital, Collegiate, Associate Degree and Licensed Practical Nursing	21.3	34.6
Public Health Services:		
Public Health Agency, School System and Industry	14.7	18.4
Other Employers:		
"Other," Nursing Home, Individual, Doctor or Dentist, Armed Forces	11.2	10.3
Total	100.1	100.1

Responses concerning present employers on Q One were recorded in the years 1967 through 1976, whereas responses on Q Two were recorded in the years 1972 through 1976. One variable in these two sets of responses, therefore, was the absence of data for the period 1968-1971 on Q Two.

This comparison pointed up differences in the proportion of responses of more than 3 percentage points in 3 out of the 4 categories of employers. The variation in the proportion of responses between Q One and Q Two in the category of "other" employers was negligible.

There was a decrease, from Q One to Q Two, in the proportion of responses for hospitals as employers of 16.1 percentage points. There was an increase, from Q One to Q Two, in the proportion of responses for schools of nursing amounting to 13 percentage points and for public health services amounting to 3.7 percentage points.

These findings may be due , in part, to the longer working experience available in Q Two responses and thus be a result of career patterns in nursing. However, in light of similar findings (Tables Q 23 Pl #3 and #4) the possibility of a real shift in nursing employers, regardless of longevity, toward schools of nursing and away from hospitals, must be given serious consideration.

An additional comparison was made in which responses to both questionnaires were assembled into 2 groups on the basis of the number of years intervening between graduation and responses, as follows:

Group 1. Responses from persons who answered Q One from 3-13 years after graduation and responses from persons who answered Q Two from 7-18 years after graduation

Group 2. Responses from persons who answered Q One 2 years after graduation

The findings for the 4 broad categories of present employers, by the 2 time intervals since graduation are presented in Table Q 23 Pl #10.

Table Q 23 Pl #10. Percent of Responses For 4 Categories of Present Employers By 2 Graduation-Response Intervals

	Present Employers							
	Hospitals		Schools of Nursing		Public Health Services		Other	
Grad-Resp. Interval	Responses N	%	Responses N	%	Responses N	%	Responses N	%
3-18 Years N=254	99	39.0	88	34.6	39	15.4	28	11.0
2 Years N=230	135	58.7	33	14.3	37	16.1	25	10.9

This comparison brings out the following facts concerning present employers:

present employment by hospitals was higher among respondents answering 2 years after graduation rather than 3-18 years after graduation, by approximately 20 percentage points;

present employment in schools of nursing was higher among respondents answering 3-18 years after graduation rather than 2 years after graduation by approximately the same number of percentage points;

present employment in public health services and "other" types of employment did not differ for the 2 groups of respondents;

these findings corroborate the consistency of the pattern already identified.

The responses submitted by persons in the Two Year-Seven Year Sample for these questions concerning present employers are presented in Table Q 23 P1 #11.

Table Q 23 P1 #11. Percent of Responses For Present Employers For Two Year-Seven Sample, Q One and Q Two

	Q One Responses		Q Two Responses	
Type of Present Employer	N	%	N	%
General Hospital	29	35.8	18	31.6
Veterans Administration Hospital	9	11.1	7	12.3
Nursing Home	2	2.5	0	0.0
Public Health Agency	16	19.8	7	12.3
School System	1	1.2	0	0.0
Hospital School of Nursing	7	8.6	4	7.0
Collegiate School of Nursing	2	2.5	7	12.3
Associate Degree Program	2	2.5	6	10.5
LicensedPractical Nursing Program	0	0.0	1	1.8
Industry	1	1.2	0	0.0
Doctor or Dentist	0	0.0	1	1.8
Individual	1	1.2	0	0.0
Specialty Hospital	6	7.4	2	3.5
Other	5	6.2	4	7.0
Total	81	100.0	57	100.1

Grouping these responses into the 4 major categories of present employers, they were tabulated in terms of percent of responses for each category, by years since graduation, in Table Q 23 P1 #12.

Table Q 23 P1 #12. Percent of Responses For Present Employers For Two Year-Seven Year Sample By 4 Categories, Q One and Q Two

	Present Employers			
	Hospitals	Schools of Nursing	Public Health Services	Other
Grad-Resp. Interval	Responses %	Responses %	Responses %	Responses %
2 Years N=81	54.3	13.6	22.2	9.9
7 Years N=57	47.4	31.6	12.3	8.8

Since the respondents in the Two Year-Seven Year Sample are included in the total population, no meaningful conclusions could be drawn from comparing the findings in Table Q 23 P1 #12 with findings for the total population.

Using the sample of respondents presented in Table Q 18 #13, 154 respondents selected with a view to minimizing the influence of various graduation-response intervals and differences in the calendar year of response, data from Part 1 of Question 23 Q One and Part 1 of Question 9 Q Two were organized for presentation in Table A 16 Appendix A.

There were 113 usable responses recorded by the 154 respondents. This small number is due to the difference between responding to report at least one year of nursing employment since graduation and responding to report being employed at the time of responding.

When the 154 respondents were asked to identify the employers they had had for one or more years of employment in nursing since graduation, there were 208 responses (see Summary Table Q 18 #14). When the same persons were asked to identify their present employer, only 113 of them responded (see Summary Table Q 23 P1 #13). The 80 respondents who identified present employers 2 years after graduation constitute 81.6% of the 98 respondents (Table Q 18 #13) who identified employers for at least one year of employment out of 2 years since graduation. The 33 respondents who identified present employers at a point 7 years after graduation constitute 59% of the 56 respondents (Table Q 18 #13) who identified employers for at least one year out of 7 years since graduation.

The number and percent of these 113 responses recorded for each of the 4 broad categories of present employers, by 2 year and 7 year intervals after graduation are presented in Summary Table Q 23 P1 #13.

Summary Table Q 23 P1 #13. Percent of Responses For 4 Categories of Present Employers, Q One and Q Two, Recorded In 1967, 1972 and 1976, By Classes 2 and 7 Years After Graduation

		Present Employers							
	Class and Year of Answer	Hospitals Responses N	%	Schools of Nursing Responses N	%	Public Health Services Responses N	%	Other Responses N	%
2 Year Grad-Resp. Interval	1965 in 1967 N=18	8	44.4	3	16.7	3	16.7	4	22.2
	1970 in 1972 N=30	19	63.3	1	3.3	6	20.0	4	13.3
	1974 in 1976 N=32	18	56.3	5	15.6	5	15.6	4	12.5
	Total N=80	45	56.3	9	11.3	14	17.5	12	15.0
7 Year Grad-Resp. Interval	1960 in 1967 N=7	2	28.6	1	14.3	2	28.6	2	28.6
	1965 in 1972 N=11	4	36.4	4	36.4	3	27.3	0	0.0
	1969 in 1976 N=15	9	60.0	2	13.3	0	0.0	4	26.7
	Total N=33	15	45.5	7	21.2	5	15.2	6	18.2

The findings presented in Summary Table Q 23 P1 #13 continue to be consistent with previous findings concerning changes in employers with the increase in length of the graduation-response interval. However, the changes involving hospitals and schools of nursing as employers are less dramatic in this comparison than in some others.

A comparison was made of the responses to Question 23 Part 1, Q One, recorded by the generic program graduates and the registered nurse program graduates. The findings from this comparison are presented in Table Q 23 P1 #14.

Table Q 23 P1 #14. Percent of Responses For Present Employers By Respondents' UTCN Program, Q One

	Total Population		Generic Program		Registered Nurse Program	
	Responses		Responses		Responses	
Type of Employer	N	%	N	%	N	%
General Hospital	141	40.5	132	45.7	9	15.3
Veterans Administration Hospital	24	6.9	18	6.2	6	10.2
Nursing Home	3	0.9	3	1.0	0	0.0
Public Health Agency	46	13.2	38	13.1	8	13.6
School System	4	1.2	2	0.7	2	3.4
Hospital School of Nursing	40	11.5	21	7.3	19	32.2
Collegiate School of Nursing	16	4.6	13	4.5	3	5.1
Associate Degree Program	15	4.3	9	3.1	6	10.2
Licensed Practical Nursing Program	3	0.9	3	1.0	0	0.0
Industry	1	0.3	1	0.3	0	0.0
Doctor or Dentist	6	1.7	5	1.7	1	1.7
Individual	2	0.6	2	0.7	0	0.0
Specialty Hospital	19	5.5	16	5.5	3	5.1
Other (Includes Armed Forces)	28	8.0	26	9.0	2	3.4
Total	348	100.1	289	99.8	59	100.2

Using the same 4 broad categories of employers that have been used throughout this section, it was possible to group these responses as presented in Table Q 23 P1 #15.

Table Q 23 P1 #15. Percent of Responses for Present Employers in 4 Categories, By Respondents' UTCN Program, Q One

	Total Population		Generic Program		Registered Nurse Program	
Category of Employer	Responses N	%	Responses N	%	Responses N	%
All Hospitals	184	52.9	166	57.4	18	30.6
Schools of Nursing	74	21.3	46	15.9	28	47.5
Public Health Services	51	14.7	41	14.1	10	17.0
Other Employers	39	11.2	36	12.4	3	5.1
Total	348	100.1	289	99.8	59	100.2

A comparison was made of the responses to Question 9 Part 1 recorded by the generic program and registered nurse program graduates. These findings are presented in Table Q 23 P1 #16.

Table Q 23 P1 #16. Percent of Responses for Present Employers by Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
	Responses		Responses		Responses	
Type of Employer	N	%	N	%	N	%
General Hospital	37	27.2	32	28.6	5	20.8
Veterans Asministration Hospital	10	7.4	5	4.5	5	20.8
Nursing Home	1	0.7	1	0.9	0	0.0
Public Health Agency	19	14.0	15	13.4	4	16.7
School System	5	3.7	5	4.5	0	0.0
Hospital School of Nursing	11	8.1	9	8.0	2	8.3
Collegiate School of Nursing	14	10.3	11	9.8	3	12.5
Associate Degree Program	18	13.2	15	13.4	3	12.5
Licensed Practical Nursing Program	4	2.9	4	3.6	0	0.0
Industry	1	0.7	1	0.9	0	0.0
Doctor or Dentist	5	3.7	4	3.6	1	4.2
Individual	0	0.0	0	0.0	0	0.0
Specialty Hospital	3	2.2	3	2.7	0	0.0
Other	8	5.9	7	6.3	1	4.2
Total	136	100.0	112	100.2	24	100.0

Using the same 4 broad categories of present employers it was possible to group these responses as presented in Table Q 23 P1 #17.

Table Q 23 P1 #17. Percent of Responses For Present Employers By 4 Categories, By Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
Category of Employer	Responses N	%	Responses N	%	Responses N	%
All Hospitals	50	36.8	40	35.7	10	41.7
Schools of Nursing	47	34.6	39	34.8	8	33.3
Public Health Services	25	18.4	21	18.6	4	16.6
Other	14	10.3	12	10.7	2	8.3
Total	136	100.1	112	99.8	24	99.9

Considering the findings in Tables Q 23 P1 # 15 and 17, it is evident that the difference in the proportion of responses for the two program groups of respondents for present employment by public health services was only 3 percentage points or less on both questionnaires.

The difference in proportion favored the "other" category of employers by 7 percentage points for the generic program respondents on Q One but the difference between programs disappeared on Q Two.

The difference in proportion favored hospitals as employers for generic program respondents by 27 percentage points on Q One, but this difference was reversed in Q Two in which hospitals were favored by registered nurse respondents, but to a much smaller extent, 6 percentage points.

The difference in proportion favored schools of nursing as employers for registered nurse program respondents by 32 percentage points in Q One but the difference was eliminated in Q Two.

This striking evidence that more registered nurse program respondents were employed by schools of nursing when they answered Q One than was the case with the generic program graduates, may reflect a difference in the motivation of individuals in the 2 groups for entering the baccalaureate program of study. It is possible that registered nurse respondents deliberately leave employment by hospitals to enter the collegiate program to begin their preparation to qualify as instructors of nursing.

To be able to assess the trends in employers over the full 18 year period of experience since graduation that is reported in this study, the data derived from responses to both questionnaires were organized in the 4 tables that follow, Tables Q 23 P1 #18, #19, #20 and #21.

Question 18 Q One and Question 6 Q Two, Question 23 Part 1 Q One and Question 9 Part 1 Q Two provide information about all types of employers and present employers for all samples over periods from 2 to 18 years after graduation.

These data were tabulated in 4 broad categories of employers and in various sub-samples. The N in these tables is the number of responses, not respondents, on which the percentages were based, with the exception of the "present employer" responses for which the N of responses does equal the N of respondents.

Table Q 23 Pl #18. Percent of Responses For All Employers For One Year or More, By Respondents' UTCN Program, Q One and Q Two Response Intervals

Category of Employers For One Year Or More	All Employers Total Population Percent of Responses Q One *N=788	 Q Two **N=279	Generic Program Percent of Responses Q One N=647	 Q Two N=243	Registered Nurse Program Percent of Responses Q One N=141	 Q Two N=36
All Hospitals	53.6	43.3	55.3	44.1	45.4	38.8
Schools of Nursing	20.3	27.2	17.5	26.3	33.3	33.3
Public Health Services	12.9	16.8	13.4	16.0	10.6	22.1
Other Employers	13.2	12.6	13.8	13.5	10.6	5.6
Total	100.0	99.9	100.0	99.9	99.9	99.8

*Responses made from 1967-1976 covering graduation-response intervals from 2-13 years

**Responses made from 1972-1976 covering a standard 5 year period at graduation-response intervals of from 7-18 years.

Within the framework of the variables of graduation-response interval and the calendar year in which responses were made, there did appear to be a greater movement away from hospitals on the part of generic program respondents, reporting all their employers, than was the case for registered nurse program respondents. It was interesting, however, that the movement appeared to be toward schools of nursing as employers for generic program respondents and toward public health services for registered nurse program respondents. The proportion of registered nurse graduates who reported schools of nursing as employers was the same on both questionnaires and was at a level higher than was ever achieved by generic program respondents.

There was no movement, overall, among generic program respondents reporting "other" employers, while the proportion decreased slightly between questionnaires for respondents of the registered nurse program group.

Table Q 23 Pl #19. Percent of Responses For Present Employers By Respondents' UTCN Program, By Q One and Q Two Response Intervals

	Present Employers					
	Total Population		Generic Program		Registered Nurse Program	
	Percent of Responses		Percent of Responses		Percent of Responses	
Category of Present Employers	Q One N=348	Q Two N=136	Q One N=290	Q Two N=112	Q One N=59	Q Two N=24
All Hospitals	52.9	36.8	57.4	35.7	30.6	41.7
Schools of Nursing	21.3	34.6	15.9	34.8	47.5	33.3
Public Health Services	14.7	18.4	14.1	18.6	17.0	16.6
Other Employers	11.2	10.3	12.4	10.7	5.1	8.3
Total	100.0	100.1	99.8	99.8	100.0	99.9

Again, and within the same parameters, there was movement away from hospitals as present employers of generic program respondents, but there was a slight movement toward hospitals as employers in the interval between questionnaires for respondents in the registered nurse program group.

It was of interest that the proportion of responses on Q Two for schools of nursing as present employers is almost the same for both program groups, but it represents a two-fold increase since Q One for the generic program group and a one-third decrease since Q One for the registered nurse program group.

The movement, in the interval between questionnaires, in the responses in the 2 remaining present employer categories was not noteworthy.

Table Q 23 P1 #20. Percent of Responses For All Employers, 1954-1976, and For Present Employers, 1967-1976, By Respondents' UTCN Program, Q One

	Total Population		Generic Program		Registered Nurse Program	
	Percent of Responses		Percent of Responses		Percent of Responses	
Category of Employer	All Employers N=788	Present Employers N=348	All Employers N=647	Present Employers N=289	All Employers N=141	Present Employers N=59
All Hospitals	56.6	52.9	55.3	57.4	45.4	30.6
Schools of Nursing	20.3	21.3	17.5	15.9	33.3	47.5
Public Health Services	12.9	14.7	13.4	14.1	10.6	17.0
Other Employers	13.2	11.2	13.8	12.4	10.6	5.1
Total	100.0	100.1	100.0	99.8	99.9	100.2

On Q One the proportion of responses for all employers and for present employers varied less than 3 percentage points in the case of all 4 categories of employers among respondents from the generic program group.

Among respondents from the registered nurse program group a larger proportion of responses were recorded for present positions in schools of nursing and public health services than were recorded for all positions, while the opposite was true for positions in hospitals and with "other" employers.

The assumption was made that employers identified as present employers were more satisfactory than former ones. Based on this assumption, it was evident that hospitals and the "other" employers were more satisfactory to generic program respondents than to registered nurse program respondents. Furthermore, schools of nursing and public health services were more satisfactory for registered nurse program respondents than for generic program respondents.

In this regard it should be remembered that 53.5% of respondents to Questionnaire One had been out of school only 2 years, so that the present employer may well be the only employer for approximately half the respondents. This may have tended to weight the data for hospitals as the employer. In the case of the registered nurse program respondents, the majority of them were more than 2 years out of diploma nursing programs when they answered Q One. The fact that they found hospitals to be less satisfactory as employers was evident.

Table Q 23 P1 #21. Percent of Responses for All Employers Over 5 Year Period Between Q One and Q Two, And For Present Employers, 1972-1976, By Respondents' UTCN Program

	Total Population		Generic Program		Registered Nurse Program	
	Percent of Responses		Percent of Responses		Percent of Responses	
Category of Employer	All Employers N=279	Present Employers N=136	All Employers N=243	Present Employers N=112	All Employers N=36	Present Employers N=24
All Hospitals	42.2	36.8	44.1	35.7	38.8	41.7
Schools of Nursing	27.2	34.6	26.3	34.8	33.3	33.3
Public Health Services	16.8	18.4	16.0	18.6	22.1	16.6
Other Employers	12.6	10.3	13.5	10.7	5.6	8.3
Total	99.9	100.1	99.9	99.8	99.8	99.9

On Q Two the proportion of responses for 2 types of employers, namely, public health services and "other" employers, varied less than 3 percentage points between all and present employers among respondends from the generic program. The same is true for hospitals, schools of nursing and "other" employers among respondents from the registered nurse program group.

The one appreciable movement among respondents of the registered nurse program group was away from public health services as employers when all positions were compared with present positions at the end of the 5 year period.

Among respondents from the generic program group, the shift away from hospitals as employers was totally absorbed by the movement toward schools of nursing as employers.

At the time the generic program respondents answered Q Two from 7-18 years after graduation, one-third of them identified hospitals as present employers, one-third identified schools of nursing and the remaining third identified public health services and "other" as present employers.

Summary of findings on employers:

Generic Program - It was evident that attrition in employment has taken place and that respondents who left employment, left hospitals, not the 3 other types of employers. It appeared that hospitals held new generic program respondents for only a short period of time, whereas schools of nursing appeared to attract more generic program respondents with time.

Registered Nurse Program - There were no such easily identified trends for the registered nurse program respondents. Despite the small number of respondents in this group, it was apparent that their responses were relatively unchanged regardless of the variables.

PRESENT CLINICAL FIELD OF NURSING

Question 23 Part 2 asked respondents to identify the clinical field of nursing in which they were presently employed. There were 341 usable responses and they are presented in descending order of frequency in Table Q 23 P2 #1.

Table Q 23 P2 #1. Percent of Responses For Type of Clinical Field of Nursing in Present Position

	Responses	
Clinical Field of Nursing	N	%
Other	80	23.5
Public Health Nursing	44	12.9
Nursing of Children	44	12.9
Medical Nursing	39	11.4
*Combined Medical-Surgical Nursing	36	10.6
Surgical Nursing	26	7.6
General Nursing	26	7.6
Maternity Nursing	23	6.7
Psychiatric Nursing	23	6.7
Total	341	99.9

*The category of Combined Medical-Surgical Nursing was separated out from responses to "other" because of the considerable number of responses.

Respondents who marked "other" were asked to specify the nature of the clinical field of their present position. The following were specified:

36 specified combined medical-surgical nursing
7 specified each of research nursing and intensive care nursing
6 specified operating room nursing
5 specified foundations of nursing
4 specified each of
  geriatric nursing
  spinal cord injury nursing (including rehabilitation nursing)
  coronary care nursing
  nursing education administration

3 specified in-service education
2 specified each of
  anesthesia
  recovery room nursing
  emergency room nursing
  physician's office nursing
  school nursing
  neonatal intensive care nursing
  combined maternal and child nursing
1 specified each of
  industrial nursing
  private duty nursing
  combined surgical and pediatric nursing

combined maternity and public health nursing
combined medical-surgical and pediatric nursing
child behavior nursing
surveillance infection control nursing
teaching refresher course content for registered nurses
teaching licensed practical nursing
teaching leadership in nursing

12 respondents who marked "other" did not specify a clinical field of nursing for the present job.

A more realistic grouping of the responses results in 6 categories of clinical fields of nursing, identified for present employment, as follows:

> one category to include medical nursing, surgical nursing, the 36 responses from the "other" category that specified a combined medical-surgical field and general nursing. The 5 other clinical fields remain unchanged in description.

Using these 6 categories, the number and percent of responses to Question 23 Part 2 are presented in Table Q 23 P2 #2.

Table Q 23 P2 #2. Percent of Responses For Clinical Field of Nursing of Present Positions by 6 Categories

	Responses	
Category of Clinical Field of Nursing	N	%
Medical, Surgical, Combined Medical-Surgical and General Nursing	127	37.2
Other	80	23.5
Public Health Nursing	44	12.9
Nursing of Children	44	12.9
Maternity Nursing	23	6.7
Psychiatric Nursing	23	6.7
Total	341	99.9

A comparison of the information available concerning the 6 major categories of clinical fields of nursing for present employment in the NLN Study[1] and the UTCN Study was made. The factors that had bearing on the validity of this comparison are the same as those described in Table Q 23 P1 #3.

The findings are presented in Table Q 23 P2 #3.

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[1] Knopf, L. One Year and Five Years After Graduation, Table 10 p 15

Table Q23 P2 #3. Percent of Responses For Clinical Field of Nursing of Present Employment By NLN and UTCN Studies, By 4 Graduation-Response Intervals

	NLN Study Baccalaureate Program				UTCN Study Generic Program			
	Graduation-Response Interval 1 Year		Graduation-Response Interval 5 Years		Graduation-Response Interval 2 Years		Graduation-Response Interval 7 Years	
	Data Collected In 1965, 1968, 1970		Data Collected In 1969, 1972, 1974		Data Collected In 1967 - 1976		Data Collected In 1972 - 1976	
	Responses		Responses		Responses		Responses	
Clinical Field of Nursing	N	%	N	%	N	%	N	%
Medical, Surgical, Medical-Surgical and General Nursing	723	47.9	338	35.6	68	36.0	15	31.9
Maternity Nursing	77	5.1	67	7.1	9	4.8	0	0.0
Pediatric Nursing	183	12.1	72	7.6	30	15.9	4	8.5
Psychiatric Nursing	119	7.9	76	8.0	11	5.8	4	8.5
Public Health Nursing	175	11.6	154	16.2	27	14.3	4	8.5
Other Clinical Fields	232	15.4	242	25.5	44	23.3	20	42.6
Total	1509	100.0	949	100.0	189	100.1	47	100.0

The findings in this comparison indicated that

in general, the UTCN findings more closely resembled the NLN findings for respondents 1 and 2 years since graduation, than for respondents 5 and 7 years after graduation in the matter of clinical fields of nursing for present employment; there was, however, a relatively greater decrease in responses in the NLN Study than in the UTCN Study for medical, surgical, combines medical-surgical, and general nursing for the two graduation-response interval groups;

maternity nursing, with the fewest responses in both Studies, had relatively equal proportions of responses from the 1 and 2 year respondents; 4 and 5 years later, however, there had been a slight increase in responses in the NLN Study but a decrease in the UTCN Study;

for pediatric nursing, at both graduation response intervals, there was slightly more interest shown by UTCN respondents than by NLN respondents; there was a decrease of interest in both Studies from the 1 and 2 year interval to the 5 and 7 year interval;

for psychiatric nursing, the NLN respondents showed slightly more interest in the 1 and 2 year bracket, while the interest was equal in the 5 and 7 year bracket;

in the "other category of clinical fields in nursing, the UTCN respondents showed more interest than did the NLN respondents in both response interval brackets; also, interest in the "other" fields among UTCN respondents at 7 years after graduation had increased to a greater extent than it had for the NLN respondents at 5 years after graduation.

A comparison was made of rates of present clinical fields of employment for respondents who had 3-13 years of experience since graduation with those who had only 2 years of experience. These findings are presented in Table Q 23 P2 #4.

Table Q 23 P2 #4. Percent of Responses For Clinical Field of Nursing of Present Position, By 2 Graduation-Response Intervals

Grad-Resp. Interval	Medical, Surgical, Combined Medical-Surgical and General Responses		Public Health Nursing Responses		Nursing of Children Responses		Maternity Nursing Responses		Psychiatric Nursing Responses		Other Responses	
	N	%	N	%	N	%	N	%	N	%	N	%
3-13 Years N=117	42	35.9	12	10.3	9	7.7	9	7.7	12	10.3	33	28.2
2 Years N=224	85	37.9	32	14.3	35	15.6	14	6.3	11	4.9	47	21.0

The findings in Table Q 23 P2 #4 indicated that

there was a greater than 3 percentage point difference between the proportion of responses in the two graduation-response interval groups for each of the clinical fields of nursing except for the field of maternity nursing and the category including medical, surgical, combined medical-surgical and general nursing; the difference in the length of time between graduation and reporting of present positions did not seem to influence employment in these 2 categories of clinical fields of nursing;

the longer interval of time appeared to favor employment in psychiatric nursing and the clinical fields indicated in "Other" while it appeared to work against employment in public health nursing and nursing of children.

It was understandable that the longer graduation-response interval made the clinical fields included in the "other" category more available. It was noted, however, that the proportion of responses for "other" fields was relatively high even among the respondents two years out of school. This was interpreted as indicating that the more specialized, and possibly more innovative fields, were attractive to new graduates.

Changing attitudes and changing patterns of care during the birthing process which have characterized the period of time covered by this study may have been factors in the reduced proportion of new graduates reporting present employment in the traditional maternity nursing field.

The establishment of the Pediatric Nurse Associate Program (see Q 19 page 165) in 1972 undoubtedly was a factor in the relatively higher proportion of new graduates recording present employment in the field of nursing of children than was the case with graduates 3-13 years out of school. Of the 44 respondents who reported being presently employed in nursing of children, only 9, or 19%, were in the 3-13 year group, while 34, or 81%, were in the 2 year group. The influence of the Pediatric Nurse Associate program, available to Classes 1972-1974, described in the consideration of Question 19 Q One can be seen here. Responses identifying present employment in nursing of children in 3 rather than 2 sub-groups are, as follows:

Class	Grad-Resp. Interval	Responses N	%
1954-1964	3-13 years	9	7.7 of 117
1965-1971	2 years	17	11.0 of 154
1972-1974 (includes PNA graduates)	2 years	18	25.7 of 70

The greater proportion of responses for present employment in the field of psychiatric nursing among respondents 3-13 years out of school may have been influenced by the fact that the registered nurse program offered advanced preparation in psychiatric nursing during the early years covered in this study. The smaller proportion of responses for present employment among respondents only 2 years out of school may have been influenced by the fact that, currently, graduate preparation at the master's level is a requirement for practice in psychiatric nursing to a greater extent than it is in other clinical fields of nursing.

The number and percent of responses, by Class, for each of the 6 categories of clinical fields of nursing for present employment are presented in Table Q 23 P2 #5.

Table Q 23 P2 #5. Percent of Responses For 6 Categories of Clinical Fields of Nursing For Present Employment, By Class, Q One

			Clinical Fields of Present Nursing Employment												
			Medical, Surgical, Medical-Surgical, General Nursing		Maternity Nursing		Nursing of Children		Psychiatric Nursing		Public Health Nursing		Other		Total Response
Class	Grad-Resp. Interval Years	Answered In	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%	N
1954	13	1967	1	14.3	0	0.0	0	0.0	1	14.3	0	0.0	5	71.4	7
1955	12		5	41.7	0	0.0	0	0.0	1	8.3	1	8.3	5	41.7	12
1956	11		3	27.3	0	0.0	0	0.0	1	9.1	2	18.2	5	45.5	11
1957	10		3	27.3	2	18.2	2	18.2	0	0.0	1	9.1	3	27.3	11
1958	9		7	38.9	1	5.6	2	11.1	1	5.6	2	11.1	5	27.8	18
1959	8		4	36.4	2	18.2	0	0.0	0	0.0	1	9.1	4	36.4	11
1960	7		5	71.4	2	28.6	0	0.0	0	0.0	0	0.0	0	0.0	7
1961	6		4	44.4	0	0.0	1	11.1	2	22.2	2	22.2	0	0.0	9
1962	5		2	15.4	2	15.4	3	23.1	2	15.4	1	7.7	3	23.1	13
1963	4		1	25.0	0	0.0	0	0.0	2	50.0	0	0.0	1	25.0	4
1964	3		7	50.0	0	0.0	1	7.1	2	14.3	2	14.3	2	14.3	14
1965	2	1967	6	33.3	1	5.6	1	5.6	2	11.1	3	16.7	5	27.8	18
1966		1968	6	26.1	4	17.4	3	13.0	2	8.7	5	21.7	3	13.0	23
1967		1969	4	30.8	0	0.0	1	7.7	1	7.7	3	23.1	4	30.8	13
1968		1970	7	30.4	2	8.7	3	13.0	2	8.7	2	8.7	7	30.4	23
1969		1971	10	38.5	1	3.8	2	7.7	2	7.7	4	15.4	7	26.9	26
1970		1972	14	50.0	0	0.0	4	14.3	0	0.0	7	25.0	3	10.7	28
1971		1973	13	56.5	1	4.3	3	13.0	1	4.3	0	0.0	5	21.7	23
1972		1974	8	44.4	1	5.6	4	22.2	0	0.0	3	16.7	2	11.1	18
1973		1975	5	23.8	2	9.5	5	23.8	0	0.0	1	4.8	8	38.1	21
1974	2	1976	12	38.7	2	6.5	9	29.0	1	3.2	4	12.9	3	9.7	31
Total			127		23		44		23		44		80		341
Mean of Class Percents				36.4		7.0		10.5		9.1		11.7		25.4	
Mean of Class Percents For:															
Grad-Resp. Interval 3-13 years				32.9		7.8		6.4		12.7		9.1		28.4	
Grad-Resp. Interval 2 years				37.3		6.1		14.9		5.1		14.5		22.0	

Question 9 Part 2 Q Two asked for information about the clinical field in nursing in which respondents were presently employed. The exact year in which respondents gave information about present employment on Q Two is, as follows:

Classes graduating 1954-1965, inclusive, answered in 1972
Class of 1966 answered in 1973
Class of 1967 answered in 1974
Class of 1968 answered in 1975
Class of 1969 answered in 1976

There were 123 usable responses to Question 9 Part 2 and they are presented in descending order of frequency in Table Q 23 P2 #6.

Table Q 23 P2 #6. Percent of Responses for Clinical Field of Nursing in Present Position, Q Two

Clinical Field of Nursing	Responses N	%
Other	44	35.8
General Nursing	17	13.8
Public Health Nursing	17	13.8
Psychiatric Nursing	12	9.8
Surgical Nursing	9	7.3
Nursing of Children	8	6.5
*Combined Medical-Surgical Nursing	7	5.7
Medical Nursing	5	4.1
Maternity Nursing	4	3.3
Total	123	100.1

*See Table Q 23 P2 #1 for explanation

Respondents who marked the "other" option were asked to specify the nature of the clinical field of their present position. The following were specified:

7 specified combined medical-surgical nursing
5 specified being nursing administrators or educators and could specify no one clinical field
4 specified intensive care nursing, including neonatal intensive care nursing
3 specified each of foundations of nursing, combined medical surgical and psychiatric nursing, and instructing in licensed practical nursing
1 specified each of recovery room nursing, operating room nursing, blood bank nursing, industrial nursing, combined nursing of children and maternity nursing, liaison nursing, neurosurgical nursing, research nursing, dialysis nursing, office nursing, geriatric nursing, mental retardation nursing, spinal cord injury nursing, clinic and out-patient nursing, emergency nursing (ambulance service), pre- and post-operative nursing

3 who marked "other" did not specify a clinical field of nursing.

A comparison was made of responses to Question 23 Part 2 and Question 9 Part 2 in terms of the percent of responses recorded for each option. The findings are presented in Table Q 23 P2 #7.

Table Q 23 P2 #7. Percent of Responses For Clinical Field of Present Position in Nursing, Q One and Q Two

Clinical Field of Present Position In Nursing	Q One Responses N=341 %	Q Two Responses N=123 %
Other	23.5	35.8
Public Health Nursing	12.9	13.8
Nursing of Children	12.9	6.5
Medical Nursing	11.4	4.1
Surgical Nursing	7.6	7.3
Combined Medical-Surgical Nursing	10.6	5.7
General Nursing	7.6	13.8
Maternity Nursing	6.7	3.3
Psychiatric Nursing	6.7	9.8
Total	100.0	100.1

This comparison indicated that

two clinical fields exhibited no significant change (less than 3 percentage points) in the proportion of responses recorded on Q One and Q Two, these clinical fields were public health nursing and surgical nursing;

there was a decline of more than 3 percentage points in the proportion of responses in 4 clinical fields, namely, nursing of children, medical nursing, maternity nursing and combined medical-surgical nursing;

there was an increase of 6 and 3 percentage points, respectively, in the proportion of responses in general nursing and psychiatric nursing and a dramatic increase of 12 percentage points in the "other" category of clinical fields in nursing.

Using the same 6 categories of clinical fields described in the discussion of Question 23 Part 2, the responses to Question 9 Part 2 Q Two are presented in Table Q 23 P2 #8.

Table Q 23 P2 #8. Percent of Responses for 6 Categories of Clinical Fields For Present Nursing Employment, Q Two

Clinical Field of Present Position In Nursing	Responses N	%
Medical, Surgical, General, Combined Medical-Surgical Nursing, and Combined Medical-Surgical and Psychiatric Nursing	41	33.3
Other	41	33.3
Public Health Nursing	17	13.8
Nursing of Children	8	6.5
Maternity Nursing	4	3.3
Psychiatric Nursing	12	9.8
Total	123	100.0

A comparison was made of the findings on Q One and Q Two for these 6 categories of clinical fields of nursing in present employment, using Tables Q 23 P2 #2 and #8. These findings are presented in Table Q 23 P2 #9.

Table Q23 P2 #9. Percent of Responses for 6 Categories of Clinical Fields for Present Nursing Employment, Q One and Q Two

Clinical Field of Present Position In Nursing	Q One Responses N=341 %	Q Two Responses N=123 %
Medical, Surgical, Medical-Surgical Combined and General Nursing	37.2	33.3
Other	23.5	33.3
Public Health Nursing	12.9	13.8
Nursing of Children	12.9	6.5
Maternity Nursing	6.7	3.3
Psychiatric Nursing	6.7	9.8
Total	99.9	100.0

Responses concerning present employment on Q One referred to employment in the years 1967 through 1976, whereas the responses on Q Two referred to employment in the years 1972 through 1976. One variable between the two sets of responses, therefore, is the period of years 1968 to 1971 on Q Two.

The findings in Table Q 23 P2 #9 indicated that

differences in the proportion of responses of over 3 percentage points were evident in 5 out of 6 clinical fields; the proportions in public health nursing were unchanged, using the 3 percentage points criterion;

there was decline over the 5 year interval of 3 percentage points for maternity nursing, a decline of 6 percentage points for nursing of children and a decline of 4 percentage points for medical, surgical, general and medical-surgical nursing;

there was an increase of almost 10 percentage points for the "other" category and an increase of 3 percentage points for psychiatric nursing.

However, in collapsing the categories of present clinical fields of employment, the changes between Q One and Q Two (Table Q23 P2 #8) were minimized. Thus, the significant increase in responses for general nursing and the decrease in responses for medical nursing are not accurately reflected in Table Q 23 P2 #9.

An additional comparison was made in which responses to both questionnaires were assembled into 2 groups on the basis of the number of years intervening between graduation and response, as follows:

Group 1. Responses from persons who answered Q One 3-13 years after graduation and Q Two 7-18 years after graduation

Group 2. Responses from persons who answered Q One 2 years after graduation

These findings, for the six categories of clinical fields of nursing and by the 2 time intervals since graduation are presented in Table Q 23 P2 #10.

Table Q 23 P2 #10. Percent of Responses for 6 Categories of Clinical Fields for Present Nursing Employment by 2 Graduation-Response Intervals

Grad-Resp. Interval	Medical, Surgical, Combined Med-Surg, and General Nursing		Maternity Nursing		Nursing of Children		Psychiatric Nursing		Public Health Nursing		Other	
	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%
3-18 Years N=240	83	34.6	13	5.4	17	7.1	24	10.0	29	12.1	74	30.8
2 Years N=224	85	37.9	14	6.3	35	15.6	11	4.9	32	14.3	47	21.0

This comparison brings out the following facts concerning clinical fields of present nursing employment:

the choice of 2 out of 6 clinical fields shows very little difference based on responses for these two time intervals, the difference in public health and maternity nursing being less than 3 percentage points;

the choice of medical, surgical, combined medical-surgical and general nursing and nursing of children as clinical fields was made more frequently by respondents 2 years out of school, while psychiatric nursing and the "other" clinical fields were chosen more frequently by those 3 to 18 years out of school.

The responses submitted by respondents in the Two Year-Seven Year Sample, for these questions concerning clinical fields of present nursing employment, are presented in Table Q 23 P2 #11.

Table Q 23 P2 #11. Percent of Responses For Clinical Fields of Present Nursing Employment, Q One and Q Two, For Two Year-Seven Year Sample

Clinical Field of Present Position In Nursing	Questionnaire One Responses N	Questionnaire One Responses %	Questionnaire Two Responses N	Questionnaire Two Responses %
Medical Nursing	7	9.9	3	5.6
Surgical Nursing	10	14.1	7	13.0
Maternity Nursing	4	5.6	1	1.9
Nursing of Children	8	11.3	4	7.4
Psychiatric Nursing	6	8.5	6	11.1
Public Health Nursing	16	22.5	6	11.1
General Nursing	4	5.6	6	11.1
Other	16	22.5	21	38.9
Total	71	100.0	54	100.1

Using the 6 categories of clinical fields of present nursing employment, these responses were tabulated by the 2 graduation-response intervals in Table Q 23 P2 #12.

Table Q 23 P2 #12. Percent of Responses For Clinical Fields of Present Nursing Employment For Two Year-Seven Year Sample By 2 Graduation-Response Intervals

	Medical, Surgical, Combined Med-Surg. and General Nursing	Maternity Nursing	Nursing of Children	Psychiatric Nursing	Public Health Nursing	Other
Grad-Resp. Interval	Responses %	Responses %	Responses %	Responses %	Responses %	Responses %
2 Years	29.6	5.6	11.3	8.5	22.5	22.5
7 Years	29.6	1.9	7.4	11.1	11.1	38.9

In Table Q 23 P2 #11 it is evident that 71, or 66%, of the 93 respondents in this Two Year-Seven Year Sample were employed in nursing 2 years after graduation and 54, or 58.1%, of the same respondents were employed 7 years after graduation. Thus, 18.3% of those who were employed in nursing 2 years after graduation were not employed in nursing 7 years after graduation.

From the responses of those who were employed at either or both of the response times, the following inferences were made:

public health nursing as a clinical field of employment decreased markedly;

the choice of general nursing as a clinical field increased noticeably;

the choice of "other", probably less traditional clinical fields of employment, increased markedly, becoming the most frequently reported clinical field of practice 7 years after graduation; it seemed clear, since almost 40% of this Sample were employed in the "other" clinical fields of nursing 7 years after graduation, that in fact, there have been marked changes in clinical fields of employment in nursing;

thus, cross referencing to Table Q 23 P1 #12 (present employers for the Two Year-Seven Sample), it became clear that a significant number, approximately two-thirds of the respondents marking "other" as their clinical field of present employment, were practicing this field in employment in schools of nursing. In addition to this teaching and/or administering group, another one-third were probably in new, less traditional areas of employment for their practice. It would appear, therefore, that curricula in nursing should take into account the strong probability of changing patterns of clinical practice of graduates.

The data in Table Q 23 P2 #11 provide a path study of career patterns. A more definitive career path study will be found in Volume I Chapter 7.

Using the sample of respondents presented in Table Q 18 #13, 154 respondents selected with a view to minimizing the influence of various graduation-response intervals and differences in the calendar year of response, data from Part 2 of Question 23 Q One and Part 2 of Question 9 Q Two, were organized for presentation in Table A 17 Appendix A.

There were 97 usable responses recorded by the 154 respondents. This small number is due to the difference between responding and being employed in a clinical field of nursing at the time of responding.

The 67 persons who identified a clinical field of nursing for present employment 2 years after graduation constituted 68.3% of the 98 respondents (Table Q 18 #13) who identified a clinical field of practice for at least one year out of the 2 years since graduation. The 30 respondents who identified a clinical field of nursing for present employment 7 years after graduation constituted 53.6% of the 56 respondents who identified a field of practice for at least one year of employment out of 7 years since graduation.

The number and percent of these 97 responses recorded for each of the 6 categories of clinical field of present nursing employment, by 2 and 7 year intervals since graduation, are presented in Summary Table Q 23 P2 #13.

Summary Table Q 23 P2 #13. Percent of Responses For Type of Clinical Field of Present Nursing Employment Q One and Q Two, Recorded In 1967, 1972 and 1976, By Classes 2 and 7 Years After Graduation

		Clinical Field of Present Nursing Employment											
	Class and Year of Answer	Medical, Surgical and General Nursing		Maternity Nursing		Nursing of Children		Psychiatric Nursing		Public Health Nursing		Other	
		Responses		Responses		Responses		Responses		Responses		Responses	
		N	%	N	%	N	%	N	%	N	%	N	%
2 Year Grad-Resp. Interval	1965 in 1967 N=18	6	33.3	1	5.6	1	5.6	2	11.1	3	16.7	5	27.8
	1970 in 1972 N=18	8	44.4	1	5.6	4	22.2	0	0.0	3	16.7	2	11.1
	1974 in 1976 N=31	12	38.7	2	6.5	9	29.0	1	3.2	4	12.9	3	9.7
	Total N=67	26	38.8	4	6.0	14	20.9	3	4.5	10	14.9	10	14.9
7 Year Grad-Resp. Interval	1960 in 1967 N=6	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0	0	0.0
	1965 in 1972 N=10	2	20.0	0	0.0	1	10.0	1	10.0	2	20.0	4	40.0
	1969 in 1976 N=14	7	50.0	0	0.0	0	0.0	2	14.3	0	0.0	5	35.7
	Total N=30	13	43.3	2	6.7	1	3.3	3	10.0	2	6.7	9	30.0

The findings presented in Table A 17 and Summary Table Q 23 P2 #13 indicated that

there was a greater than 3 percentage point difference in the proportion of responses in these 2 graduation-response interval groups for each of the clinical fields of nursing except for the field of maternity nursing, in which there was no difference;

the longer interval of time seemed to favor medical, surgical and general nursing and psychiatric nursing to a small extent and the "other" category to a considerable extent, while it appeared to work against employment in the fields of nursing of children and public health nursing;

the findings for this sample of respondents were consistent with the findings for the total population in Table Q 23 P2 #4 at both time intervals in 2 clinical fields, namely, maternity nursing and psychiatric nursing; the findings at the 2 year interval were also consistent for the sample and the total population in the fields of medical, surgical, general, and combined medical-surgical nursing, and public health nursing; in only 2 fields, therefore, were there discrepancies in the findings at the 2 year interval: in nursing of children this sample recorded a higher proportion of 2 year responses than did the total population and in the "other" clinical fields the reverse was true - the total population recorded a greater proportion of responses;

the findings of the sample at 7 years and the total population at 3 to 13 years, with the exception of those for maternity nursing and public health nursing already mentioned, and the "other" clinical fields were not consistent; respondents in the total population group, answering 3 to 13 years after graduation, favored nursing of children and public health nursing, while respondents in the sample answering 7 years after graduation, favored the combined fields of medical, surgical and general nursing.

In interpreting this comparison, the relatively small N in the sample answering at the end of 7 years of experience should be taken into consideration.

A comparison was made of the responses to Question 23 Part 2 Q One recorded by generic program and registered nurse program respondents. The findings from this comparison are presented in Table Q 23 P2 #14.

Table Q 23 P2 #14. Percent of Responses For Clinical Field of Present Nursing Employment By Respondents' UTCN Program

Clinical Field In Nursing	Total Population Responses N	Total Population Responses %	Generic Program Responses N	Generic Program Responses %	Registered Nurse Program Responses N	Registered Nurse Program Responses %
Medical Nursing	39	11.4	37	12.9	2	3.6
Surgical Nursing	26	7.6	21	7.3	5	9.1
Combined Medical-Surgical Nursing	36	10.6	23	8.0	13	23.6
Maternity Nursing	23	6.7	18	6.3	5	9.1
Nursing of Children	44	12.9	38	13.3	6	10.9
Psychiatric Nursing	23	6.7	20	7.0	3	5.5
Public Health Nursing	44	12.9	37	12.9	7	12.7
General Nursing	26	7.6	21	7.3	5	9.1
Other	80	23.5	71	24.8	9	16.4
Total	341	99.9	286	99.8	55	100.0

Using the 6 categories of clinical fields for present employment, it was possible to group these responses as recorded in Table Q 23 P2 #15.

Table Q 23 P2 #15. Percent of Responses For 6 Clinical Fields of Present Nursing Employment, By Respondents' UTCN Program, Q One

Category of Clinical Field	Total Population Responses N	Total Population Responses %	Generic Program Responses N	Generic Program Responses %	Registered Nurse Program Responses N	Registered Nurse Program Responses %
Medical, Surgical, Medical-Surgical and General Nursing	127	37.2	102	35.7	25	45.5
Maternity Nursing	23	6.7	18	6.3	5	9.1
Nursing of Children	44	12.9	38	13.3	6	10.9
Psychiatric Nursing	23	6.7	20	7.0	3	5.5
Public Health Nursing	44	12.9	37	12.9	7	12.7
Other	80	23.5	71	24.8	9	16.4
Total	341	99.9	286	100.0	55	100.1

Cross referencing Tables Q 23 P2 #15 and Q 23 P1 #15, it was clear that approximately 20% of the respondents identifying the "other" clinical field of practice could be assumed to be employed by schools of nursing.

Findings in Table Q 23 P2 #15 indicated that

the difference in the proportion of responses by the 2 groups of respondents on Q One for present employment in 4 of these 6 categories was less than 3 percentage points. Only in the medical, surgical, general and combined medical-surgical nursing category and the "other" category, was the difference in proportion of responses significant;

the registered nurse program respondents favored the medical, surgical category by 10 percentage points; the generic program respondents favored the "other" category by 8 percentage points; it was reasonable to assume that members of both groups were using these fields of clinical nursing in employment in schools of nursing.

A comparison was made of the responses to Question 9 Part 2 Q Two recorded by generic program respondents and the registered nurse program respondents. The findings of this comparison are presented in Table Q 23 P2 #16.

Table Q 23 P2 #16. Percent of Responses for Clinical Fields of Present Nursing Employment, By Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
Clinical Field In Nursing	Responses N	%	Responses N	%	Responses N	%
Medical Nursing	5	4.1	5	4.9	0	0.0
Surgical Nursing	9	7.3	7	6.9	2	9.1
Maternity Nursing	4	3.3	3	3.0	1	4.5
Nursing of Children	8	6.5	8	7.9	0	0.0
Psychiatric Nursing	12	9.8	8	7.9	4	18.2
Public Health Nursing	17	13.8	13	12.9	4	18.2
General Nursing	17	13.8	12	11.9	5	22.7
Other	51	41.5	45	44.6	6	27.3
Total	123	100.1	101	100.0	22	100.0

Using the 6 categories of clinical fields of present employment in nursing, it was possible to group these responses as recorded in Table Q 23 P2 #17.

Table Q 23 P2 #17. Percent of Responses For 6 Clinical Fields For Present Employment, By Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
Category of Clinical Field	Responses N	%	Responses N	%	Responses N	%
Medical, Surgical Medical-Surgical, and General Nursing	41	33.3	34	33.7	7	31.8
Maternity Nursing	4	3.3	3	3.0	1	4.5
Nursing of Children	8	6.5	8	7.9	0	0.0
Psychiatric Nursing	12	9.8	8	7.9	4	18.2
Public Health Nursing	17	13.8	13	12.9	4	18.2
Other	41	33.3	35	34.7	6	27.3
Total	123	100.0	101	100.1	22	100.0

The findings in Table Q 23 P2 #17 indicated that

the proportion of responses by the 2 program groups of respondents on Q Two for present employment were similar to those on Q One in the 3 categories of medical, surgical, combined medical-surgical and general nursing, maternity nursing and nursing of children;

the proportions of responses are reversed on Q Two as compared to Q One in the categories of psychiatric nursing, public health nursing and the "other" clinical fields.

Because of the small N in the registered nurse program group, caution in interpretation of data is indicated.

To be able to assess the trends in choice of clinical fields in nursing over the 18 years of experience since graduation reported on in this Study, the data derived from responses to both Questionnaires were organized in the 4 tables that follow, Tables Q 23 P2 #18, #19, #20 and #21.

Question 19 Q One and Question 7 Q Two with Question 23 Part 2 Q One and Question 9 Part 2 Q Two provide information about all fields of clinical nursing and present fields of clinical nursing for all samples over periods 2-18 years after graduation.

These data were tabulated in 6 categories of clinical fields of nursing and in various sub-samples. The N in these tables is the number of responses, not respondents, on which the percentages were based, with the exception of the present clinical field of employment responses, for which the N of responses does equal the N of respondents.

Table Q 23 P2 #18. Percent of Responses For Clinical Fields of Nursing Employment For One or More Years, By Respondents' UTCN Program and By Q One and Q Two Response Intervals

	All Clinical Fields					
	Total Population		Generic Program		Registered Nurse Program	
Category of Clinical Field of Nursing Employment for One Year or More	Percent of Responses		Percent of Responses		Percent of Responses	
	*Q One N=819	**Q Two N=325	Q One N=677	Q Two N=279	Q One N=142	Q Two N=46
Medical, Surgical, Combined Med-Surg., and General Nursing	54.5	48.9	53.7	48.8	58.5	50.0
Maternity Nursing	7.4	9.8	6.8	9.0	10.6	8.7
Nursing of Children	14.0	10.8	14.9	11.8	9.9	4.3
Psychiatric Nursing	6.1	6.2	5.3	5.4	9.9	10.9
Public Health Nursing	11.0	10.2	11.5	9.0	8.5	17.4
Other	6.8	15.1	7.7	16.1	2.8	8.7
Total	99.8	100.1	99.9	100.1	100.2	100.0

*Responses made from 1967 to 1976 covering graduation-response intervals 2-13 years

**Responses made from 1972 to 1976 covering a standard 5 year period at graduation-response intervals 7-18 years.

The findings in Table Q 23 P2 #18 indicated that

> *within the framework of the variables of graduation-response intervals and the calendar year in which responses were made, there appeared to be very little change toward or away from the clinical fields of maternity nursing and psychiatric nursing on the part of either registered nurse or generic program respondents with additional years of employment in nursing;*
>
> *there was a slight shift away from medical-surgical nursing and nursing of children for both groups, and a considerable shift toward "other" clinical fields for both groups;*
>
> *in public health nursing the slight change away on the part of generic program respondents was counterbalanced by a considerable movement toward it by registered nurse program respondents.*

Table Q 23 P2 #19. Percent of Responses For Clinical Field of Present Nursing Employment, By Respondents' UTCN Program and By Q One and Q Two Response Intervals

	Present Clinical Field					
	Total Population		Generic Program		Registered Nurse Program	
Category of Clinical Field of Present Nursing Employment	Percent of Responses Q One N=341	Q Two N=123	Percent of Responses Q One N=286	Q Two N=101	Percent of Responses Q One N=55	Q Two N=22
Medical, Surgical, Combined Med-Surg., and General Nursing	37.2	33.3	35.7	33.7	45.5	31.8
Maternity Nursing	6.7	3.3	6.3	3.0	9.1	4.5
Nursing of Children	12.9	6.5	13.3	7.9	10.9	0.0
Psychiatric Nursing	6.7	9.8	7.0	7.9	5.5	18.2
Public Health Nursing	12.9	13.8	12.9	12.9	12.7	18.2
Other	23.5	33.3	24.8	34.7	16.4	27.3
Total	99.9	100.0	100.0	100.1	100.1	100.0

The findings in Table Q 23 P2 #19 indicated that

again, and within the same parameters, there was evidence of a shift away from maternity nursing and nursing of children, as the clinical field for present employment, in the 5 year interval between questionnaires, for respondents of both programs;

for medical, surgical, medical-surgical and general nursing, there was a very slight shift away among generic program respondents, but movement away among registered nurse program respondents was considerably more marked;

for psychiatric nursing, there was no movement either way, in the interval between questionnaires among generic program respondents, but there was more than a three-fold increase in the proportion of responses among registered nurse program respondents for the same time interval, although the N is small;

for public health nursing, there was no appreciable change among generic program respondents, but there was a slight movement toward more present employment in the public health nursing among registered nurse program respondents;

for the "other" clinical fields of nursing, there was significant change among respondents in both program groups, the proportion of responses increased by approximately 10 percentage points in each group over the 5 year interval between questionnaires.

Thus, at least in the case of the generic program respondents, all the slight changes from the traditional nursing fields seemed to accumulate in the "other" category of clinical fields which are associated with teaching and new fields of practice.

Table Q 23 P2 #20. Percent of Responses For Clinical Fields of All Nursing Employment and For Clinical Field of Present Nursing Employment, By Respondents' UTCN Program

Clinical Field of Nursing Employment	Total Population: Percent of Responses: All Clinical Fields N=819	Total Population: Percent of Responses: Present Clinical Field N=341	Generic Program: Percent of Responses: All Clinical Fields N=677	Generic Program: Percent of Responses: Present Clinical Field N=286	Registered Nurse Program: Percent of Responses: All Clinical Fields N=142	Registered Nurse Program: Percent of Responses: Present Clinical Field N=55
Medical, Surgical, Combined Med-Surg., and General Nursing	54.5	37.2	53.7	35.7	58.5	45.5
Maternity Nursing	7.4	6.7	6.8	6.3	10.6	9.1
Nursing of Children	14.0	12.9	14.9	13.3	9.9	10.9
Psychiatric Nursing	6.1	6.7	5.3	7.0	9.9	5.5
Public Health Nursing	11.0	12.9	11.5	12.9	8.5	12.7
Other	6.8	23.5	7.7	24.8	2.8	16.4
Total	99.8	99.9	99.9	100.0	100.2	100.1

The findings in Table Q 23 P2 #20 indicated that

there were 2 clinical fields identified on Q One, namely, maternity nursing and nursing of children, in which the proportion of responses indicating all employment and present employment in these fields was generally unchanged for both generic and registered nurse respondents;

the proportion of responses for present employment in medical, surgical, combined medical-surgical, and general nursing was less than for all employment among both generic and registered nurse program respondents;

for public health nursing, the proportion of responses was slightly more for present as opposed to all employment among respondents of both program groups;

for the clinical fields in the "other" category, the proportion of responses was considerably more for present as opposed to all employment for both groups; furthermore, this pattern was evident to a greater extent among registered nurse program respondents than among generic program respondents;

there was no appreciable movement toward psychiatric nursing for present employment among generic program respondents, while there was a slight shift away from it by registered nurse program respondents.

Table Q 23 P2 #21. Percent of Responses For Clinical Fields of All Nursing Employment Over 5 Year Period Between Q One and Q Two and For Present Nursing Employment, Q Two, By Respondents' UTCN Program

	Total Population		Generic Program		Registered Nurse Program	
	Percent of Responses		Percent of Responses		Percent of Responses	
Clinical Field of Nursing Employment	All Clinical Fields N=325	Present Clinical Field N=123	All Clinical Fields N=279	Present Clinical Field N=101	All Clinical Fields N=46	Present Clinical Field N=22
Medical, Surgical, Combined Med-Surg., and General Nursing	48.9	33.3	48.8	33.7	50.0	31.8
Maternity Nursing	8.9	3.3	9.0	3.0	8.7	4.5
Nursing of Children	10.8	6.5	11.8	7.9	4.3	0.0
Psychiatric Nursing	6.2	9.8	5.4	7.9	10.9	18.2
Public Health Nursing	10.2	13.8	9.0	12.9	17.4	18.2
Other	15.1	33.3	16.1	34.7	8.7	27.3
Total	100.1	100.0	100.1	100.1	100.0	100.0

The findings in Table Q 23 P2 #21 indicated that

there were 3 clinical fields identified on Q Two, namely, medical, surgical, combined medical-surgical and general nursing, maternity nursing and nursing of children in which the proportion of responses indicating present employment in them, was less than for all employment for both generic and registered nurse program respondents;

in psychiatric nursing, the proportions for the generic program respondents were relatively unchanged, while the proportions for present employment increased for registered nurse respondents;

only in the case of the category of "other" clinical fields did the proportion increase for present employment and to a dramatic extent for both program groups.

The generic program component of Tables Q 23 P2 #18, #19, 20 and 21 represents the most adequate sample available in this Study. These graduates have stayed in the field of nursing for a long time, provided at lease 2 sets of responses to questionnaires and represent a statistically adequate number. The registered nurse program findings must be ignored because they represent too small a sample.

PRESENT POSITION IN NURSING

Question 23 Part 3 asked respondents to identify the type of nursing position in which they were presently employed. There were 332 usable responses and they are presented in descending order of frequency in Table Q 23 P3 #1.

Table Q 23 P3 #1. Percent of Responses For Type of Present Position In Nursing

Type of Position in Nursing	Responses N	%
Staff or General Duty Nurse	147	44.3
Nursing Instructor or Assistant	67	20.2
Head Nurse or Assistant	30	9.0
Other	28	8.4
Supervisor Nurse or Assistant	22	6.6
Nursing Administrator or Assistant	11	3.3
Nursing Education Administrator or Assistant	9	2.7
Clinical Specialist	8	2.4
*Pediatric Nurse Associate	8	2.4
Nursing Consultant	2	0.6
Total	332	99.9

*The category of Pediatric Nurse Associate was separated out from responses to the "other" category to correspond to the action taken in tabulating responses to Question 20.

The respondents who marked the "other" option gave the following titles for the positions that they held:

8 were pediatric nurse associates
7 were in-service assistants, instructors and coordinators
2 were employed as each of physician's office nurse, school nurse, combined staff and head nurse, family nurse clinician
1 was employed as each of coronary care specialist, nurse anesthetist, maternal child clinical specialist, Army Health nurse, private duty nurse, director of Children and Youth Project, pediatric nurse practitioner, nurse practitioner at St. Jude Hospital, family planning nurse practitioner, chairman of teaching department in diploma program, research coordinator, team leader

Using 3 categories of nursing positions, it was possible to compare the proportion of responses recorded for present nursing service related positions, nursing education related positions and "other" types of positions. The responses to Question 23 Part 3 by these 3 categories are presented in Table Q 23 P3 #2.

Table Q 23 P3 #2. Percent of Responses For Type of Present Position In Nursing, By 3 Categories

Category of Position In Nursing	Responses N	%
Nursing Service Related Positions: Staff or General Duty Nurse, Head Nurse or Assistant, Supervisor Nurse or Assistant, Nursing Administrator or Assistant	210	63.3
Nursing Education Related Positions: Nursing Instructor or Assistant, Nursing Education Administrator or Assistant	76	22.9
Other Positions: "Other", Nursing Consultant, Clinical Specialist, Pediatric Nurse Associate	46	13.9
Total	332	100.1

A comparison of information available concerning present positions in the NLN[1] Study and the UTCN Study was made.

Since the UTCN data did not contain information about positions held just one year after graduation, the responses made 2 years after graduation to Part 3 Question 23 Q One by the generic program respondents in the Classes of 1965-1974 were extracted.

Since the UTCN data contained responses from only the Class of 1962 at exactly 5 years after graduation, the responses made 7 years after graduation to Part 1 Question 9 Q Two by generic program graduates in the Classes of 1965-1969 were extracted.

The findings of this comparison are presented in Table Q 23 P3 #3.

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[1] Knopf, L. RN's One Year and Five Years After Graduation. Table 11 p 16

Table Q 23 P3 #3. Percent of Responses For Present Positions in Nursing By UTCN and NLN[1] Studies and By 4 Graduation-Response Intervals

	NLN Study Baccalaureate Program				UTCN Study Generic Program			
	Graduation-Response Interval 1 Year		5 Years		Graduation-Response Interval 2 Years		7 Years	
	Data Collected In 1965, 1968, 1970		Data Collected In 1969, 1972, 1974		Data Collected 1967 - 1976		Data Collected 1972 - 1976	
	Responses		Responses		Responses		Responses	
Present Position	N	%	N	%	N	%	N	%
Staff Nurse	1143	75.0	457	46.3	111	58.4	12	26.1
Head Nurse	165	10.8	126	12.8	17	8.9	3	6.5
Supervisor Nurse	20	1.3	51	5.2	7	3.7	4	8.7
Nursing Administrator	1	0.06	46	4.7	3	1.6	1	2.2
Nursing Instructor	84	5.5	166	16.8	20	10.5	13	28.3
Nursing Education Administrator	No Data		No Data		0	0.0	2	4.3
Clinical Specialist and Consultant	3	0.2	47	4.8	8	4.2	5	10.9
Other	109	7.1	94	9.5	24	12.6	6	13.0
	1525	99.9	987	100.1	190	99.9	46	100.0

These findings indicated that

a larger proportion of NLN Study respondents moved out of staff nurse positions in a shorter period of time than was the case with UTCN Study respondents.

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[1] Knopf, L. RN's One Year and Five Years After Graduation. Table 11 p 10

A comparison was made between the number and percent of responses by respondents who had 3-13 years of experience since graduation and those who had 2 years of experience for each of the 3 major categories of positions in nursing. The findings are presented in Table Q 23 P3 #4.

Table Q 23 P3 #4. Percent of Responses for 3 Categories of Present Positions in Nursing by 2 Graduation-Response Intervals

	Positions In Nursing					
Graduation-Response Interval	Nursing Service Responses N	Nursing Service Responses %	Nursing Education Responses N	Nursing Education Responses %	Other Responses N	Other Responses %
3-13 Years N=108	57	52.8	43	40.0	8	7.4
2 Years N=224	153	68.3	33	14.7	38	17.0

The findings in Table Q 23 P3 #4 indicated that

the decrease of 15.5 percentage points in the proportion of responses for nursing service positions as present employment, between the 2 year interval and the 3-13 year interval, was more than absorbed by the 25 percentage point increase in nursing education positions between the 2 intervals;

the remaining 10 percentage points were contributed by the shift in responses in the "other" category of present positions.

The 43 responses from the 3-13 year interval group for nursing education positions included all those that identified present positions as nursing education administrators or assistants.

The percent of responses, by Class, for each of the 3 categories of present positions in nursing, is presented in Table Q 23 P3 #5.

Table Q 23 P3 #5. Percent of Responses for 3 Categories of Present Positions in Nursing, By Class

			Present Positions						
Class	Grad-Resp. Interval Years	Answered In	Nursing Service Responses N	Nursing Service Responses %	Nursing Education Responses N	Nursing Education Responses %	Other Responses N	Other Responses %	Total Responses N
1954	13	1967	2	33.3	4	66.7	0	0.0	6
1955	12	↑	7	63.6	4	36.4	0	0.0	11
1956	11		3	30.0	7	70.0	0	0.0	10
1957	10		5	50.0	3	30.0	2	20.0	10
1958	9		7	46.7	7	46.7	1	6.7	15
1959	8		4	40.0	4	40.0	2	20.0	10
1960	7		6	75.0	1	12.5	1	12.5	8
1961	6		3	33.3	4	44.4	2	22.2	9
1962	5		7	58.3	5	41.7	0	0.0	12
1963	4		3	100.0	0	0.0	0	0.0	3
1964	3	↓	10	71.4	4	28.6	0	0.0	14
1965	2	1967	14	77.8	3	16.7	1	5.6	18
1966	↑	1968	17	73.9	6	26.1	0	0.0	23
1967		1969	6	50.0	3	25.0	3	25.0	12
1968		1970	19	76.0	2	8.0	4	16.0	25
1969		1971	20	77.0	3	11.5	3	11.5	26
1970		1972	22	81.5	2	7.4	3	11.1	27
1971		1973	14	58.5	4	16.7	6	25.0	24
1972		1974	10	55.6	3	16.7	5	27.8	18
1973	↓	1975	14	70.0	2	10.0	4	20.0	20
1974	2	1976	17	54.8	5	16.1	9	29.0	31
Total			210		76		46		332
Mean of Class Percents				60.8		30.4		12.0	
Mean of Class Percents For									
Grad-Resp. Intervals 3-13 years				54.7		37.9		7.4	
Grad-Resp. Interval 2 years				67.5		22.2		17.1	

A comparison was made to identify the proportion of responses that were made in each of the 4 types of present positions included under the category of nursing service related positions. The respondents who replied on the basis of 3-13 years of experience since graduation were considered in one group and those who replied on the basis of 2 years of experience were considered in a second group. These findings are recorded in Table Q 23 P3 #6.

Table Q 23 P3 #6. Percent of Responses For 4 Positions in Nursing Service By 2 Graduation-Response Intervals

	Present Positions In Nursing Service							
Grad-Resp. Interval	Staff Nurse Responses N	Staff Nurse Responses %	Head Nurse Responses N	Head Nurse Responses %	Supervisor Nurse Responses N	Supervisor Nurse Responses %	Nursing Administrator Responses N	Nursing Administrator Responses %
3-13 Years N=57	26	45.6	11	19.3	13	22.8	7	12.3
2 Years N=153	121	79.1	19	12.4	9	5.9	4	2.4

An examination of the findings in Table Q 20 #6 (responses for 4 types of positions in nursing service for one year or more since graduation) and in Table Q 23 P3 #6 (responses for 4 types of positions in nursing service as present positions) brought out the following:

the proportion of responses for present positions was less for staff and head nurse positions at 3-13 years after graduation and more for supervisor administrator positions than it was for having held these positions at one time, for a year or more. If reporting a present position at a point 3-13 years after graduation is considered to be a good indication of career commitment, then it can be inferred that advancement to supervisor and administrator positions was more common among respondents who were more consistently employed in nursing;

the fact that the proportion of responses showed no significant differences for present positions and for all positions in these 4 categories, at the point 2 years after graduation, supports the suggestion that present positions were, in most cases, the only positions held during the first 2 years after graduation.

Question 9 Part 3 Q Two asked respondents to identify the type of position in which they were employed; the exact year in which respondents gave information about present employment was

Classes graduating 1954-1965, inclusive, answered in 1972
Class of 1966 answered in 1973
Class of 1967 answered in 1974
Class of 1968 answered in 1975
Class of 1969 answered in 1976

There were 135 usable responses to Question 9 Part 3 and they are presented in descending order of frequency in Table Q 23 P3 #7.

Table Q 23 P3 #7. Percent of Responses by Types of Present Position, Q Two

Type of Present Position In Nursing	Responses N	%
Nursing Instructor or Assistant	42	31.1
Staff or General Duty Nurse	28	20.7
Other	22	16.3
Supervisor Nurse or Assistant	15	11.1
Nursing Education Administrator or Assistant	9	6.7
Nursing Administrator or Assistant	7	5.2
Head Nurse or Assistant	5	3.7
Clinical Specialist	5	3.7
Nursing Consultant	2	1.5
Total	135	100.0

The respondents who identified the "other" option gave the following titles for the positions that they held:

1 as each of health occupations teacher, health occupations administrator, nurse anesthetist, industrial nurse, team leader, family nurse clinician, teacher for volunteers in a housing project, combined adminstrator and teacher, public health nurse Level II, nurse in college student health service, instructor in nursing education in a general hospital, adult health nurse practitioner, school health coordinator, cardiac catheterization nurse, office nurse, emergency nurse (ambulance service), charge nurse in psychiatric day treatment center, pediatric nurse practitioner* nurse coordinator for family planning and maternal child health, director of in-service education, a joint appointment as chief of nursing in a child development center and associate professor on college faculty, a joint appointment as instructor and assistant clinical specialist.

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*This small number compared to the 8 that reported having been employed in this position on Q One was likely due to the fact that no respondents graduating subsequent to 1969 were eligible to answer Q Two; see discussion of Table Q 23 P2 #4 Clinical Fields of Present Positions.

A comparison was made of responses to Question 23 Part 3 and Question 9 Part 3 in terms of the percent of responses recorded for each option. The category of "other" positions includes pediatric nurse associate in Q One This comparison is presented in Table Q 23 P3 #8.

Table Q 23 P3 #8. Percent of Responses For Present Position in Nursing, Q One and Q Two

Type of Position In Nursing	Q One Responses %	Q Two Responses %
Staff or General Duty Nurse	44.3	20.7
Nursing Instructor or Assistant	20.2	31.1
Other	10.8	16.3
Head Nurse or Assistant	9.0	3.7
Supervisor Nurse or Assistant	6.6	11.1
Nursing Administrator or Assistant	3.3	5.2
Nursing Education Administrator or Assistant	2.7	6.7
Clinical Specialist	2.4	3.7
Nursing Consultant	0.6	1.5
Total	99.9	100.0

The findings in Table Q 23 P3 #8 indicated that

a comparison of responses on Q Two with those on Q One showed an appreciable increase in percentage points in 4 types of positions, namely, nursing instructor, nursing education administrator, supervisor nurse and the "other" category. The difference in percentage of responses for nursing administrator, clinical specialist and nursing consultant was not noteworthy; present positions showed an appreciable decrease in percentage of responses in 2 types of positions, namely, the staff nurse and head nurse positions.

Using the 3 categories of positions described earlier, these findings are presented in Table Q23 P3 #9.

Table Q 23 P3 #9. Percent of Responses for 3 Categories of Present Positions in Nursing, Q Two

Category of Present Position In Nursing	Responses N	%
Nursing Service Related Positions: Staff or General Duty Nurse, Head Nurse or Assistant, Supervisor Nurse or Assistant, Nursing Administrator or Assistant	55	40.7
Nursing Education Related Positions: Nursing Instructor or Assistant, Nursing Education Administrator or Assistant	51	37.7
Other Positions: "Other," Nursing Consultant, Clinical Specialist, Pediatric Nurse Associate	29	21.5
Total	135	99.9

A comparison of the percent of responses in the 3 categories of present positions in nursing from Question 23 P3 Q One and Question 9 P3 Q Two is presented in Table Q 23 P3 #10.

Table Q 23 P3 #10. Percent of Responses For 3 Categories of Present Nursing Positions, Q One and Q Two

Category of Present Position In Nursing	Q One N=332 Responses %	Q Two N=135 Responses %
Nursing Service Related Position	63.3	40.7
Nursing Education Related Position	22.9	37.7
Other Positions	13.9	21.5
Total	100.1	99.9

Responses concerning positions held at the time respondents answered Q One referred to the years 1967 through 1976 whereas the responses on Q Two referred to positions held in the years 1972 through 1976. One variable between the two sets of responses, therefore, was the period of years 1968 to 1971 on Q Two.

The findings in Table Q 23 P3 #10 indicated that

differences in the proportion of responses of over 3 percentage points were evident in all the categories of present positions;

the decrease in the proportion of responses for present positions in nursing service between Q One and Q Two was absorbed in an increase in the proportion of responses in the 2 remaining categories. However, the increase for present positions in nursing education was twice what it is for the "other" category.

An additional comparison was made in which responses to both questionnaires were assembled into 2 groups on the basis of the number of years intervening between graduation and response, as follows:

Group 1. Responses from persons who answered Q One 3-13 years after graduation and Q Two 7-18 years after graduation.

Group 2. Responses from persons who answered Q One 2 years after graduation

These findings in the 3 categories of present positions in nursing and the 2 graduation-response intervals are presented in Table Q 23 P3 #11.

Table Q 23 P3 #11. Percent of Responses For Present Positions In Nursing By 2 Graduation-Response Intervals

	Type of Present Position In Nursing					
	Nursing Service Related Responses		Nursing Education Related Responses		Other Positions Responses	
Grad-Resp. Interval	N	%	N	%	N	%
3-18 Years N=243	112	46.1	94	38.7	37	15.2
2 Years N=224	153	68.3	33	14.7	38	17.0

This comparison brings out the following facts concerning present positions in nursing:

there was no difference in the proportion of respondents identifying positions in the "other" category, despite the difference in the number of years since graduation;

the movement out of positions related to nursing service and into positions related to nursing education was in line with the findings related to hospitals and schools of nursing as employers discussed under Part 1 of Question 23.

The responses submitted by the 93 respondents in the Two Year-Seven Year Sample for questions concerning present positions are presented in number and percent of responses in Table Q 23 P 3 #12.

Table Q 23 P3 #12. Percent of Responses For Present Nursing Positions in Q One and Q Two For Two Year-Seven Year Sample

	Questionnaire One		Questionnaire Two	
	Responses		Responses	
Present Position In Nursing	N	%	N	%
Staff or General Duty Nurse	43	54.4	15	27.3
Head Nurse or Assistant	9	11.4	4	7.3
Supervisor Nurse or Assistant	4	5.1	4	7.3
Nursing Administrator or Assistant	3	3.8	2	3.6
Nursing Consultant	1	1.3	1	1.8
Nursing Instructor or Assistant	12	15.2	16	29.1
Nursing Education Administrator or Assistant	0	0.0	2	3.6
Clinical Specialist	2	2.5	4	7.3
Other	5	6.3	7	12.7
Total	79	100.0	55	100.0

Grouping these responses into the 3 categories of present nursing positions, they were tabulated in terms of the percent of responses for each category and by years since graduation in Table Q 23 P3 #13.

Table Q 23 P3 #13. Percent of Responses for Present Positions in Nursing by 2 Graduation-Response Intervals

	Category of Present Position In Nursing		
Grad-Resp. Interval	Nursing Service Related Responses %	Nursing Education Related Responses %	Other Positions Responses %
2 Years	74.7	15.2	10.1
7 Years	45.5	32.7	21.8

These findings, admittedly based on a small sample, nevertheless corroborated the findings bases on the larger group who reported present positions, that respondents moved away from nursing service positions into nursing education and the "other" category of nursing positions as the graduation response interval increased.

Using the sample of respondents presented in Table Q 18 #13, 154 respondents selected with a view to minimizing the influence of various graduation-response intervals and differences in the calendar year of response, data from Part 3 of Question 23 Q One and Part 3 of Question 9 Q Two were organized for presentation in Table A 18 Appendix A.

There were 108 usable responses recorded by the 154 respondents in this sample. This small number is due to the difference between responding and being employed at the time of responding.

The 76 persons who identified a position for present employment two years after graduation constituted 77.5% of the 98 respondents (Q 18 #13) who identified holding a position in nursing for at least one year out of the two since graduation. The 32 persons who identified a position for present employment 7 years after graduation constituted 57.1% of the 56 respondents who identified holding a position in nursing for at least one year out of the 7 since graduation.

The number and percent of these 108 responses recorded for 7 categories of present positions by 2 and 7 year intervals since graduation are presented in Summary Table Q 23 P3 #14.

Summary Table 0 23 P3 #14. Percent of Responses For Type of Present Position in Nursing Q One and Q Two Recorded in 1967, 1972 and 1976, By Classes Two and Seven Years After Graduation

		Present Position in Nursing Employment													
	Class and Year of Answer	Staff Nurse Responses		Head Nurse Responses		Nursing Supervisor Responses		Nursing Service Administrator Responses		Nursing Instructor Responses		Nursing Education Administrator Responses		All Other Responses	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
2 Year Grad-Resp. Interval	1965 in 1967 N=18	11	61.1	3	16.7	0	0.0	0	0.0	3	16.7	0	0.0	1	5.5
	1970 in 1972 N=27	19	70.4	1	3.7	1	3.7	1	3.7	2	7.4	0	0.0	3	11.1
	1974 in 1976 N=31	17	54.8	0	0.0	0	0.0	0	0.0	5	16.1	0	0.0	9	29.0
	Total N=76	47	61.8	4	5.3	1	1.3	1	1.3	10	13.2	0	0.0	13	17.1
7 Year Grad-Resp. Interval	1960 in 1967 N=8	2	25.0	2	25.0	1	12.5	1	12.5	1	12.5	0	0.0	1	12.5
	1965 in 1972 N=11	5	45.5	0	0.0	1	9.1	0	0.0	1	9.1	1	9.1	3	27.3
	1969 in 1976 N=13	5	38.5	2	15.4	1	7.7	2	15.4	2	15.4	0	0.0	1	7.7
	Total N=32	12	37.5	4	12.5	3	9.4	3	9.4	4	12.5	1	3.1	5	15.6

The findings in Summary Table Q 23 P3 #14 indicated that

the 3 types of present positions in nursing that showed less than a 3 percentage point difference in the proportions of responses recorded for the 2 graduation-response intervals were nursing instructor, nursing education administrator and "all other" positions;

there was a 24.3 percentage point decrease in responses for staff nurse positions, moving from the 2 year to the 7 year interval, a 5.7 percentage point increase for both supervisor nurse positions and nursing service administrator positions;

respondents in this sample progressed up the staffing ladder with the increased time after graduation in nursing service related positions;

the same proportion of respondents was holding positions as instructors 2 years out of school as at 7 years out of school, indicating no movement up the staffing ladder into administrative positions in nursing education.

A comparison was made of the responses to Question 23 Part 3 regarding present positions in nursing recorded by generic program and registered nurse program respondents. The findings in this comparison are presented in Table Q 23 P3 #15.

Table Q 23 P3 #15. Percent of Responses For Type of Present Position In Nursing, By Respondents' UTCN Program, Q One

Position In Nursing	Total Population Responses N	%	Generic Program Responses N	%	Registered Nurse Program Responses N	%
Staff or General Duty	147	44.3	135	49.0	12	21.1
Head Nurse or Assistant	30	9.0	27	9.8	3	5.3
Supervisor Nurse or Assistant	22	6.6	18	6.5	4	7.0
Nursing Administrator or Assistant	11	3.3	6	2.2	5	8.8
Nursing Consultant	2	0.6	1	0.4	1	1.8
Nursing Instructor or Assistant	67	20.2	46	16.7	21	36.8
Nursing Education Administrator or Assistant	9	2.7	7	2.5	2	3.5
Clinical Specialist	8	2.4	7	2.5	1	1.8
Other	36	10.8	28	10.2	8	14.0
Total	332	99.9	275	99.8	57	100.1

Using the 3 categories of positions it was possible to group these responses as presented in Table Q 23 P3 #16.

Table Q 23 P3 #16. Percent of Responses For 3 Categories of Present Positions In Nursing, By Respondents' UTCN Program, Q One

Category of Position	Total Population Responses		Generic Program Responses		Registered Nurse Program Responses	
	N	%	N	%	N	%
Nursing Service Related Positions	210	63.3	186	67.6	24	42.1
Nursing Education Related Positions	76	22.9	53	19.3	23	40.4
Other Positions	46	13.9	36	13.1	10	17.5

A comparison was made of the responses to Question 9 Part 3 recorded by generic program and registered nurse program respondents. The findings of this comparison are presented in Table Q 23 P3 #17.

Table Q 23 P3 #17. Percent of Responses For Types of Present Position In Nursing, By Respondents' UTCN Program, Q Two

Present Position In Nursing	Total Population Responses		Generic Program Responses		Registered Nurse Program Responses	
	N	%	N	%	N	%
Staff or General Duty Nurse	28	20.6	24	21.2	4	17.4
Head Nurse or Assistant	8	5.9	7	6.2	1	4.3
Supervisor Nurse or Assistant	15	11.0	12	10.6	3	13.0
Nursing Administrator or Assistant	7	5.1	5	4.4	2	8.7
Nursing Consultant	2	1.5	2	1.8	0	0.0
Nursing Instructor or Assistant	42	31.9	33	29.2	9	39.1
Nursing Education Administrator or Assistant	9	6.6	7	6.2	2	8.7
Clinical Specialist	5	3.7	5	4.4	0	0.0
Other	20	14.7	18	15.9	2	8.7
Total	136	101.0	113	99.9	23	99.9

Using the same categories of present positions, it was possible to group these responses in Table Q 23 P3 #18.

Table Q 23 P3 #18. Percent of Responses For 3 Categories of Present Positions In Nursing, By Respondents' UTCN Program, Q Two

	Total Population Responses		Generic Program Responses		Registered Nurse Program Responses	
Category of Position	N	%	N	%	N	%
Nursing Service Related Positions	58	42.6	48	42.5	10	43.5
Nursing Education Related Positions	51	37.5	40	35.4	11	47.8
Other Positions	27	19.9	25	22.1	2	8.7

The findings presented in Tables Q 23 P3 #15, #16, #17 and 18 indicated that

less than a 3 percentage point difference existed between respondents of the 2 programs, Q One, in the percent of respondents holding positions as supervisor nurse, nursing consultant, nursing education administrator, clinical specialist and the "other" position types;

there was a small difference in the percent of those holding head nurse positions, in favor of the generic program respondents, and a small difference in the percent of those holding positions as nursing service administrators in favor of the registered nurse program respondents;

the significant differences lay in the percentage holding positions as staff nurses and nursing instructors at the time they answered Q One, namely, a 30 percentage point difference in favor of the generic program respondents as staff nurses and a 20 percentage point difference in favor of the registered nurse respondents as nursing instructors;

less than a 3 percentage point difference existed between respondents of the 2 programs, Q Two, in the percent of respondents holding positions as head nurse, supervisor nurse, nursing consultant and nursing education administrator;

differences in the range of 4 percentage points existed for positions as staff nurse, nursing service administrator and clinical specialist; in only one out of these 3 positions, nursing services administrator, did the difference favor the registered nurse program respondents;

differences in the range of 10 percentage points existed for positions as nursing instructor and for the "other" category of positions; registered nurse program respondents reported the higher proportion in nursing instructor positions and generic program respondents reported the higher proportion in the "other" positions.

To be able to assess the trends in types of positions in nursing held by respondents over the full 18 years of experience since graduation that is reported in this study, the data derived from responses to both questionnaires were organized in the eight tables that follow, namely, Tables Q 23 P3 #19 through #26.

Question 20 Q One and Question 8 Q Two, Question 23 Part 3 Q One, and Question 9 Part 3 Q Two provide the information about all positions held and present positions held for all samples over period 2-18 years after graduation.

These data were tabulated in 7 categories of positions (see Summary Table Q 23 P3 #14) and in various sub-samples.

The N in these tables is the number of responses, nor respondents, on which the percentages were based with the exception of the present position responses, for which the N of responses does equal the number of respondents.

Table Q 23 P3 #19. Percent of Responses For All Types of Positions For One Year or More, By Respondents' UTCN Program and By Q One and Q Two Response Intervals

	All Positions					
	Total Population		Generic Program		Registered Nurse Program	
	Percent of Responses		Percent of Responses		Percent of Responses	
Type of Position In Nursing For One Year or More	*Q One N=854	**Q Two N=298	Q One N=673	Q Two N=260	Q One N=181	Q Two N=38
Staff Nurse	46.6	31.9	52.0	33.8	26.5	18.4
Head Nurse	14.7	11.7	15.0	11.9	13.8	10.5
Supervisor Nurse	7.7	9.7	6.2	9.2	13.3	13.2
Nursing Administrator	2.8	3.4	1.9	2.3	6.1	10.5
Nursing Instructor	17.6	23.5	15.2	22.7	26.5	28.9
Nursing Education Administrator	2.5	6.0	1.2	5.8	7.2	7.9
All Other Positions	8.1	13.8	8.4	14.3	6.6	10.6
Total	100.0	100.0	99.9	100.0	100.0	100.0

*Responses made from 1967 to 1976 covering graduation-response intervals of 2-13 years

**Responses made from 1972 to 1976 covering a standard 5 year period at graduation-response intervals of 7-18 years

Table Q 23 P3 #20. Percent of Responses for 3 Categories of Positions For One or More Years, By Respondents' UTCN Program and By Q One and Q Two Response Intervals

Category of Position For One Year or More	All Positions Total Population Percent of Responses Q One N=854	 Q Two N=298	 Generic Program Percent of Responses Q One N=673	 Q Two N=260	 Registered Nurse Program Percent of Responses Q One N=181	 Q Two N=38
Nursing Service Related Positions	71.8	56.7	75.1	57.2	59.7	52.6
Nursing Education Related Positions	20.1	29.5	16.4	28.5	33.7	36.8
All Other Positions	8.1	13.8	8.4	14.3	6.6	10.6
Total	100.0	100.0	99.9	100.0	100.0	100.0

The findings in Tables Q 23 P3 #19 and #20 indicated that within the framework of the variables of graduation-response intervals and the calendar year in which responses were made

there was a greater movement away from nursing service related positions on the part of generic program respondents, reporting all their positions, than was the case for the registered nurse program respondents (Table Q 23 P3 #20);

the chief contributor to this movement was the shift in proportion of responses for staff nurse positions (Table Q 23 P3 #19);

the shift away from head nurse positions was equal for both program groups while shift in supervisor nurse and nursing administrator positions was approximately equal but in opposite directions;

in the generic program group there was a 3 percentage point shift toward supervisor nurse positions, while in the registered nurse program group there was no change between Q One and Q Two;

in the generic program group there was no change in the proportion of responses for nursing administrator positions between Q One and Q Two, while in the registered nurse program group there was a 4 percentage point shift toward nursing administrator positions (Table Q 23 P3 #19);

the proportion of registered nurse program respondents who reported having held positions related to nurse education, increased only 3.1 percentage points between questionnaires. At its lower level, however, this proportion was at a higher level than was ever achieved by the generic program respondents;

there was a 12.1 percentage point increase in the proportion of generic program respondents reporting having held positions in nursing education on Q Two compared to Q One (Table Q 23 P3 #20);

in both program groups the movement was greater in the nursing instructor positions than in the nursing education administrator positions (Table Q 23 P3 #19);

in the "all other positions' category there was a slight increase in the proportion of responses, approximately equal, in both groups of respondents from Q One to Q Two (Table Q 23 P3 #20).

Table Q 23 P3 #21. Percent of Responses For Each Type of Position For Present Employment in Nursing, By Respondents' UTCN Program and By Q One and Q Two Response Intervals

	Present Positions					
	Total Population		Generic Program		Registered Nurse Program	
	Percent of Responses		Percent of Responses		Percent of Responses	
Type of Position In Nursing	Q One N=332	Q Two N=135	Q One N=275	Q Two N=112	Q One N=57	Q Two N=23
Staff Nurse	44.3	20.7	40.9	21.4	21.1	17.4
Head Nurse	9.0	3.7	9.8	3.6	5.3	4.3
Supervisor Nurse	6.6	11.1	6.5	10.7	7.0	13.0
Nursing Administrator	3.3	5.2	2.2	4.5	8.8	8.7
Nursing Instructor	20.2	31.1	16.7	29.5	36.8	39.1
Nursing Education Administrator	2.7	6.7	2.5	6.3	3.5	8.7
All Other Positions	13.8	21.5	13.1	24.2	17.6	8.7
Total	99.9	100.0	99.8	100.2	100.1	99.9

Table Q 23 P3 #22. Percent of Responses For 3 Categories of Positions For Present Employment in Nursing, By Respondents' UTCN Program and By Q One and Q Two Response Intervals

	Present Positions					
	Total Population		Generic Program		Registered Nurse Program	
	Percent of Responses		Percent of Responses		Percent of Responses	
Category of Position In Nursing	Q One N=332	Q Two N=135	Q One N=274	Q Two N=112	Q One N=57	Q Two N=23
Nursing Service Related Positions	63.2	40.7	67.5	40.2	52.2	43.4
Nursing Education Related Positions	22.9	37.8	19.2	35.8	40.3	47.8
All Other Positions	13.8	21.5	13.1	24.2	17.6	8.7
Total	99.9	100.0	99.8	100.2	100.1	99.9

The findings in Tables Q 23 P3 #21 and #22 indicated that within the same parameters

there was movement away from nursing service related positions reported as present positions between Q One and Q Two and movement toward nursing education related positions among both program groups (Table Q 23 P3 #22);

the chief contributor to this movement was, again, the shift in the proportion of responses for staff nurse (Table Q 23 P3 #21);

there was evidence, however, of some movement up the nursing service administrative ladder among generic program respondents since there was a 4.2 percentage point increase in the proportion in supervisor nurse positions and a 2.3 percentage point increase in the proportion of nursing service administrator positions in Q Two responses over Q One responses;

there was a 6 percentage point increase among registered nurse program respondents reporting supervisor nurse positions and no change in the proportion reporting nursing service administrator positions in Q Two responses over Q One responses;

in the "all other positions" category there was an appreciable movement toward them among generic program respondents and qway from them among registered nurse program respondents (Table Q 23 P3 #22).

The assumption was made that positions identified as present positions were more satisfactory than former ones. Based on this assumption, the findings in Tables Q 23 P3 #23 and #24 indicated that

positions in nursing service were more satisfactory to generic program respondents, while positions in nursing education and the "all other" category were more satisfactory to respondents from the registered nurse program (Table Q 23 P3 #24);

there was no significant movement into present from previous positions as supervisor nurse or nursing administrator;

there was a slight movement out of previous positions as staff nurse and head nurse but it appeared that respondents who left those positions moved into positions in nursing education or the "all other" category of positions.

In considering these observations it should be remembered that 53.5% of the respondents to Q One had been out of school only 2 years, so that the present position may well have been the only position for half of the respondents. This may have tended to weight the data for staff nurse positions. In the case of the registered nurse program respondents, the majority of them were more than 2 years out of diploma nursing programs when they answered Q One. The fact that a considerably smaller proportion of them, compared to the generic program respondents, found staff nurse positions satisfactory as present positions may be related to this fact. This characteristic of the population answering Q One may also have had a bearing on the matter of upward mobility in positions in nursing service among the generic program respondents.

Table Q 23 P3 #23. Percent of Responses For All Positions 1954-1976 and For Present Positions 1967-1976, By Respondents' UTCN Program, Q One

	All Compared To Present Positions					
	Total Population		Generic Program		Registered Nurse Program	
	Percent of Responses		Percent of Responses		Percent of Responses	
Type of Position In Nursing	All Positions N=854	Present Positions N=332	All Positions N=673	Present Positions N=275	All Positions N=181	Present Positions N=57
Staff Nurse	46.6	44.3	52.0	49.0	26.5	21.1
Head Nurse	14.7	9.0	15.0	9.8	13.8	5.3
Supervisor Nurse	7.7	6.6	6.2	6.5	13.3	7.0
Nursing Administrator	2.8	3.3	1.9	2.2	6.1	8.8
Nursing Instructor	17.6	20.2	15.2	16.7	26.5	36.8
Nursing Education Administrator	2.5	2.7	1.2	2.5	7.2	3.5
All Other Positions	8.1	13.8	8.4	13.1	6.6	17.6
Total	100.0	99.9	99.9	99.8	100.0	100.1

Table Q 23 P3 #24. Percent of Responses For 3 Categories of All Positions 1954-1976 and For Present Positions 1967-1976, By Respondents' UTCN Program, Q One

	All Compared To Present Positions					
	Total Population		Generic Program		Registered Nurse Program	
	Percent of Responses		Percent of Responses		Percent of Responses	
Three Categories Of Positions In Nursing	All Positions N=854	Present Positions N=332	All Positions N=673	Present Positions N=275	All Positions N=181	Present Positions N=57
Nursing Service Related Positions	71.8	63.2	75.1	67.5	59.7	42.2
Nursing Education Related Positions	20.1	22.9	16.4	19.2	33.7	40.3
All Other Positions	8.1	13.8	8.4	13.1	6.6	17.6
Total	100.0	99.9	99.9	99.8	100.0	100.0

Table Q 23 P3 #25. Percent of Responses For All Positions 1967-1976 and For Present Positions 1972-1976, By Respondents' UTCN Program, Q Two

	All Compared To Present Positions					
	Total Population		Generic Program		Registered Nurse Program	
	Percent of Responses		Percent of Responses		Percent of Responses	
Type of Position In Nursing	All Positions N=298	Present Positions N=135	All Positions N=260	Present Positions N=112	All Positions N=38	Present Positions N=23
Staff Nurse	31.9	20.7	33.8	21.4	18.4	17.4
Head Nurse	11.7	3.7	11.9	3.6	10.5	4.3
Supervisor Nurse	9.7	11.1	9.2	10.7	13.2	13.0
Nursing Administrator	3.4	5.2	2.3	4.5	10.5	8.7
Nursing Instructor	23.5	31.1	22.7	29.5	28.9	39.1
Nursing Education Administrator	6.0	6.7	5.8	6.3	7.9	8.7
All Other Positions	13.8	21.5	14.3	24.2	10.6	8.7
Total	100.0	100.0	100.0	100.2	100.0	99.9

Table Q 23 P3 #26. Percent of Responses For 3 Categories of All Positions 1967-1976 and For Present Positions 1972-1976, By Respondents' UTCN Program, Q Two

	All Compared To Present Positions					
	Total Population		Generic Program		Registered Nurse Program	
	Percent of Responses		Percent of Responses		Percent of Responses	
Three Categories Of Positions In Nursing	All Positions N=298	Present Positions N=135	All Positions N=260	Present Positions N=112	All Positions N=38	Present Positions N=23
Nursing Service Related Positions	56.7	40.7	57.2	40.2	52.6	43.4
Nursing Education Related Positions	29.5	37.8	28.5	35.8	36.8	47.8
All Other Positions	13.8	21.5	14.3	24.2	10.6	8.7
Total	100.0	100.0	100.0	100.2	100.0	99.9

Acting again on the assumption that present positions were more satisfactory than former ones, the findings in Tables Q 23 P3 #25 and #26 indicated that

respondents in the generic program group found nursing service positions even less satisfactory than did the respondents in the registered nurse program group;

respondents in the registered nurse program group found positions in nursing education even more satisfactory than did the respondents in the generic program group;

respondents in the registered nurse program group showed no significant change in the level of satisfaction with positions in the "all other" category, while respondents in the generic program group found such positions considerably more satisfactory.

PRESENT EMPLOYMENT/NON EMPLOYMENT STATUS

Question 28: "Please identify your present employment. (Circle One)"

There were 515 usable responses and they are presented in descending order of frequency in Table Q 28 #1.

Table Q 28 #1. Percent of Responses For 9 Options For Present Employment/ Non Employment Status, Q One

Type of Employment	Responses N	%
Full-time Nursing	300	58.3
Not Presently Employed	144	28.0
Part-time Nursing	39	7.6
Full-time Study Preparing For a Nursing Position	10	1.9
Other	8	1.6
Full-time In Non-nursing	7	1.4
Part-time In Non-nursing	3	0.6
Part-time Study and Part-time employment In Nursing	3	0.6
Full-time Study Preparing For a Non-nursing Position	1	0.2
Total	515	100.2

Respondents were asked to specify the manner in which they were employed if they marked the "other" option. The following were identified:

2 identified full-time nursing and part-time study of nursing
1 identified each of
    full-time nursing and full-time study
    full-time in anesthesia
    part-time nursing and part-time non-nursing work
    full-time as child behavior specialist
    on furlough from mission field
    on maternity leave

The percent of responses recorded for present employment/non-employment as full-time, part-time, not presently employed and all other responses, by Class, is presented in Table Q 28 #2.

Table Q 28 #2. Number and Percent of Responses, By Class, For 4 Categories of Present Employment/Non-employment

				Activities							
				Nursing							
Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Full-time N	Full-time %	Part-time N	Part-time %	Not Employed N	Not Employed %	*All Other Activities N	*All Other Activities %
1954	13	1967	22	4	18.2	2	9.1	14	63.6	2	9.1
1955	12	↑	18	7	38.9	3	16.6	7	38.9	1	5.6
1956	11		31	11	35.5	0	0.0	16	51.6	4	12.9
1957	10		26	7	26.9	5	19.2	14	53.8	0	0.0
1958	9		33	15	45.5	3	9.1	14	42.4	1	3.0
1959	8		20	6	30.0	4	20.0	8	40.0	2	10.0
1960	7		20	7	35.0	1	5.0	12	60.0	0	0.0
1961	6		19	7	36.8	1	5.3	9	47.4	2	10.5
1962	5		22	11	50.0	2	9.1	8	36.4	1	4.5
1963	4		7	3	42.9	0	0.0	3	42.9	1	14.3
1964	3	↓	19	13	68.4	1	5.3	4	21.1	1	5.3
1965	2	1967	20	16	80.0	1	5.0	2	10.0	1	5.0
1966	↑	1968	27	22	81.5	2	7.4	3	11.1	0	0.0
1967		1969	12	10	83.3	2	16.7	0	0.0	0	0.0
1968		1970	36	27	75.0	2	5.6	7	19.4	0	0.0
1969		1971	30	26	86.7	0	0.0	4	13.3	0	0.0
1970		1972	37	28	75.7	2	5.4	5	13.5	2	5.4
1971		1973	32	25	78.1	0	0.0	4	12.5	3	9.4
1972		1974	21	12	57.1	3	14.3	2	9.2	4	19.0
1973	↓	1975	24	15	62.5	3	12.5	3	12.5	3	12.5
1974	2	1976	39	28	71.8	2	5.1	5	12.8	4	10.3
Total			515	300		39		144		32	
Mean of Class Percents					50.2		8.1		29.2		6.5

*Includes responses to all remaining options

The percent of item responses and the mean of Class percents of responses for 4 categories of employment/non-employment on Q One by 2 graduation-response intervals are presented in Table Q 28 #3.

Table Q 28 #3. Percent of Item Responses and Mean of Class Percent of Responses for 4 Activities by Graduation-Response Intervals, Q One

	Present Employment Status											
	Full-time Nursing			Part-time Nursing			Not Employed			All Other Activities		
Grad-Resp. Intervals	Item Responses N	%	Mean of Class Percents	Item Responses N	%	Mean of Class Percents	Item Responses N	%	Mean of Class Percents	Item Responses N	%	Mean of Class Percents
3-13 Years N=237	91	30.3	38.9	22	56.4	9.0	109	75.7	45.3	15	46.9	6.8
2 Years N=278	209	69.7	62.7	17	43.6	7.2	35	24.3	11.4	17	53.1	6.2

The number and percent of responses for 3 categories of present employment/non-employment status are presented in Table Q 28 #4.

Table Q 28 #4. Percent of Responses For Type of Employment in 3 Categories

Type of Present Activity	Responses N	Responses %
Employed Full-time and Part-time in Nursing	339	65.8
Not Presently Employed	144	28.0
All Other Options	32	6.2
Total	515	100.0

A comparison was made between the number and percent of responses made by respondents who had 3 to 13 years of experience and those who had 2 years of experience in each of these 3 categories. The findings are presented in Table Q 28 #5.

Table Q 28 #5. Percent of Responses For 3 Categories of Present Employment/ Non-employment Status and For 2 Graduation-Response Intervals

Grad-Resp. Interval	Full-time and Part-time In Nursing Responses N	%	Not Presently Employed Responses N	%	Other Responses N	%
3-13 Years N=237	113	47.7	109	46.0	15	6.3
2 Years N=278	226	81.3	35	12.6	17	6.1

There were 16 respondents who recorded that they were currently engaged in the study of nursing on a full- or part-time basis. 10 were tabulated under the response, full-time study preparing for a nursing position; 3 were tabulated under the response, part-time study and part-time employment in nursing; 3 were tabulated under the "other" response. 2 of these "other" respondents specified that they were engaged in full-time employment in nursing and part-time study and one that she was engaged in full-time employment and full-time study of nursing.

These 16 respondents were grouped into 2 groups of being either full-time students or part-time students of nursing in Table Q 28 #6.

Table Q 28 #6. Percent of Responses For Present Full-time and Part-time Study of Nursing, By Class, Q One

Class	Answered In	Grad-Resp. Interval	Respondents N	Full-time Study N	Part-time Study N	Percent of Class Responses
1954	1967	13	22	0	0	0.0
1955	↑	12	18	0	0	0.0
1956		11	31	0	0	0.0
1957		10	26	0	0	0.0
1958		9	33	0	1	3.0
1959		8	20	1	0	5.0
1960		7	20	0	0	0.0
1961		6	19	1	0	5.3
1962		5	22	1	0	4.5
1963		4	7	0	0	0.0
1964	↓	3	19	1	0	5.3
1965	1967	2	20	0	0	0.0
1966	1968	↑	27	0	0	0.0
1967	1969		12	0	0	0.0
1968	1970		36	0	0	0.0
1969	1971		30	0	0	0.0
1970	1972		37	2	0	5.4
1971	1973		32	2	0	6.3
1972	1974		21	1	1	9.5
1973	1975	↓	24	0	1	4.2
1974	1976	2	29	2	2	10.3
Total			515	11	5	

Members of the 12 classes, 1954 through 1965, inclusive, all of whom answered Q One in 1967, accounted for 237 respondents, 46% of the total 515 respondents and for 5 full-time or part-time students, 31.3% of the 16 students.

Members of the 9 remaining Classes, 1966 through 1974, inclusive, who answered Q One 2 years after graduation in the years 1968 through 1976, accounted for 278 respondents, 54% of the total of 515 respondents and for 11 full-time or part-time students, or 68.8% of the 16 students.

A comparison of information available concerning the 3 categories of present employment/non-employment status in the NLN Study[1] and the UTCN Study was made.

Since the UTCN data did not contain information about present employment just one year after graduation, the responses made 2 years after graduation to Question 28 by generic program respondents in the Classes 1965-1974 were extracted.

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[1] Knopf, L. RN's One and Five Years After Graduation. Table 8 p 12

Since the UTCN data contained responses from only the Class of 1972 at exactly 5 years after graduation, the responses made 7 years after graduation to Question 10 Q Two by generic program respondents in Classes 1965-1969 were extracted.

The findings of this comparison are presented in Table Q 28 #7.

Table Q 28 #7. Present Type of Employment/Non-employment Status of UTCN and NLN Respondents By 4 Graduation-Response Intervals

	NLN Baccalaureate Program				UTCN Generic Program			
	1 Year 1965,1968,1970		5 Years 1969,1972,1974		2 Years 1967-1976		7 Years 1972-1976	
Type of Present Activity	Responses N	%	Responses N	%	Responses N	%	Responses N	%
Full-time and Part-time Nursing	1546	89.6	1012	62.0	193	81.4	45	70.3
Not Presently Employed	173	10.0	565	34.6	30	12.7	14	21.9
All Other	7	0.4	55	3.4	14	*5.9	5	*7.8
Total	1726	100.0	1632	100.0	237	100.0	64	100.0

*This category included employment full-time and part-time in non-nursing, full-time study preparing for a nursing or a non-nursing position, part-time study and part-time employment in nursing and the "other" category

The findings presented in Table Q 28 #7 indicated that

the proportions of respondents in the employed and not employed categories in the NLN and UTCN Studies, for the 1 and 2 year intervals, are relatively similar; for the 5 and 7 year intervals, however, there was a difference in the findings that indicated a higher rate of employment for UTCN respondents than for the NLN Sample;

an employment rate of approximately 60% 5 years after graduation was consistent with the findings of this study (see Table Q 12 #1) that 60% of potential time after graduation was spent in full-time employment in nursing;

the difference between the one year and 5 year rates of full-time employment supported the findings in this study that the sharpest decline in employment rate comes subsequent to the fourth year after graduation;

the increase in the rate of "all other" activities with the passage of time reflects the fact, recorded in the more detailed treatment of the data, that the rate of study of nursing increased with time after graduation, at least for the 5 and 7 year periods considered here.

A comparison was made of responses regarding present activities in the Vanderbilt Study[2] and the UTCN Study. The data for this comparison were derived from Figure 9 page 34 of the Vanderbilt report and Table 28 #16 of the UTCN report. The categories of employment used were the Vanderbilt categories. The findings of this comparison are presented in Table Q 28 #8.

Table Q 28 #8. Percent of Responses For Present Employment/Non-employment Status In Vanderbilt and UTCN Studies By Respondents' Program

	Vanderbilt				UTCN			
Present Employment Status	Generic Program		Registered Nurse Program		Generic Program		Registered Nurse Program	
Date of Response	1964 Responses		1963 Responses		1967-1976 Responses		1967-1976 Responses	
	N	%	N	%	N	%	N	%
Nursing Employed	178	37.5	99	67.0	295	67.8	57	79.0
Non-nursing Employed	27	5.7	19	7.0	10	2.3	1	1.4
Not Employed	269	56.8	39	26.0	130	29.9	14	19.4
Total	474	100.0	148	100.0	*435	100.0	*72	99.8

Responses in "other" category in Table Q 28 #16 omitted.

The noticeably better rate, particularly among generic program respondents, of employment in nursing reported in the UTCN study must be viewed in light of the fact that approximately 50% of the UTCN respondents reported at the end of only 2 years of experience since graduation, whereas approximately 10% of Vanderbilt respondents reported after only 2 years or less of experience since graduation (see Table 3 page 9 of the Vanderbilt report).

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[2] Donaldson, M.L. Figure 9 p 34

Question 10 Q Two was identical with Question 28 Q One. The calendar year in which each class of respondents identified their present activity is, as follows:

Classes 1954-1965, inclusive, answered Q Two in 1972
Class 1966 answered in 1973
Class 1967 answered in 1974
Class 1968 answered in 1975
Class 1969 answered in 1976

There were 169 usable responses and they are presented in descending order of frequency in Table Q 28 #9.

Table Q 28 #9. Percent of Responses For 9 Options For Present Employment/ Non-employment Status, Q Two

Type of Employment	Responses N	%
Full-time Nursing	112	66.3
Not Presently Employed	26	15.4
Part-time Nursing	23	13.6
Other	4	2.4
Full-time Non-nursing	2	1.2
Part-time Non-nursing	1	0.6
Full-time Study Preparing For Nursing Position	1	0.6
Full-time Study Preparing For Non-nursing Position	0	0.0
Part-time Study, Part-time Employment In Nursing	0	0.0
Total	169	100.1

The 4 respondents who marked the "other" option specified the following:

1 was employed full-time in nursing and was a full-time student
1 was employed part-time in nursing and was a full-time student in anesthesia
1 was a part-time teacher of childbirth education
1 was on maternity leave

A comparison was made of the responses to Question 28 Q One and Question 10 Q Two in terms of the percent of responses recorded for each option. The comparison is presented in Table Q 28 #10.

Table Q 28 #10. Percent of Responses For Present Employment/Non-Employment Status, Q One and Q Two

Type of Employment	Q One Responses %	Q Two Responses %
Full-time Nursing	58.3	66.3
Part-time Nursing	7.6	13.6
Full-time Non-nursing	1.4	1.2
Part-time Non-Nursing	0.6	0.6
Full-time Study Preparing For Nursing Position	1.9	0.6
Full-time Study Preparing For Non-nursing Position	0.2	0.0
Part-time Study and Part-time Employment in Nursing	0.6	0.0
Other	1.6	2.4
Not Presently Employed	28.0	15.4
Total	100.2	100.1

Using the 3 categories (Table Q 28 #4) of employment/non-employment status, the responses to Question 10 Q Two are presented in Table Q 28 #11.

Table Q 28 #11. Percent of Responses For Present Employment/Non-employment Status By 3 Categories, Q Two

Type of Present Activity	Responses N	%
Employed Full-time and Part-time In Nursing	135	79.9
Not presently Employed	26	15.4
All Other Options	8	4.8

The findings of this comparison indicated that

this group of respondents, consisting of those who answered both questionnaires, had a higher rate of present employment than did the total Q One sample; this, despite the fact, supported by the data in Table Q 10 #9, that the Q Two sample was representative of the Q One sample in the matter of the rate of present employment;

the higher rate of present employment for Q Two respondents was reported at a time subsequent to the previously identified 4 year post-graduation break point, at which time movement away from employment was marked.

The writers speculated that the higher employment rate among Q Two respondents may have been influenced by the higher proportion of them that were employed as teachers and nursing education administrators (see Table Q 23 P3 #10).

An additional comparison was made in which responses to both Q One and Q Two were assembled into 2 groups on the basis of the number of years intervening between graduation and response, as follows:

Group 1. Responses from persons who answered Q One from 3-13 years after graduation and Q Two from 7-18 years after graduation

Group 2. Responses from persons who answered Q One 2 years after graduation

The findings for the 3 categories of present employment/non-employment status and the 2 time intervals since graduation are presented in Table Q 28 #12.

Table Q 28 #12. Percent of Responses For Present Employment/Non-employment Status By Graduation-Response Intervals

	Type of Present Activity					
	Employed Full-time and Part-time In Nursing		Not Presently Employed		All Other Options	
	Responses		Responses		Responses	
Grad-Resp. Interval	N	%	N	%	N	%
3-18 years N=406	248	61.1	135	33.3	23	5.7
2 Years N=278	226	81.3	35	12.6	17	6.1

The responses submitted by the persons in the Two Year-Seven Year Sample to these questions concerning types of present employment are presented in Table Q 28 #13.

Table Q 28 #13. Percent of Responses For Present Employment/Non-employment Status For Two Year-Seven Year Sample, Q One and Q Two

	Questionnaire One		Questionnaire Two	
	Responses		Responses	
Type of Present Activity	N	%	N	%
Full-time Nursing	79	87.8	45	58.4
Part-time Nursing	4	4.4	9	11.7
Full-time Non-Nursing	1	1.1	0	0.0
Part-time Non-Nursing	0	0.0	0	0.0
Full-time Study Preparing For Nursing Position	0	0.0	0	0.0
Full-time Study Preparing For Non-nursing Position	0	0.0	0	0.0
Part-time Study and Part-time Employment In Nursing	0	0.0	0	0.0
Other	0	0.0	7	9.1
Not Presently Employed	6	6.7	16	20.8
Total	90	100.0	77	100.0

Using the same 3 categories of present employment/non-employment status these responses were compiled by graduation-response intervals in Table Q 28 #14.

Table Q 28 #14. Type of Present Employment By 2 Graduation-Response Intervals

Grad-Resp. Interval	Employed Full-time and Part-time In Nursing Responses %	Not Presently Employed Responses %	All Other Options Responses %
2 Years N=90	92.2	6.7	1.1
7 Years N=77	70.1	20.8	9.1

A comparison of Tables Q 28 #14 and Q 28 #7 indicated that

although this sample is admittedly small in comparison to the sample in the NLN Study (see Table Q 28 #7), it does report a higher rate of full and part-time employment in nursing 2 years after graduation than the NLN study reports one year after graduation;

the drop in employment recorded 7 years after graduation is in keeping with the 4 year break point previously identified.

The data for Question 28 Q One and Question 10 Q Two were reviewed in the same manner as described on page 156 to reduce the influence exerted by various graduation-response intervals and by differences in the calendar year of responding. The sample of respondents is the one presented in Table Q 18 #13.

The number and percent of responses to Question 28 Q One and Question 10 Q Two for these 154 respondents were grouped in the 3 categories of present employment/non-employment status and are presented in Table A 19 Appendix A.

There were 148 usable responses recorded by the 154 respondents; the number and percent of these 148 responses recorded for each of the 3 types of present employment/non-employment status, by the 2 and 7 year intervals after graduation, are presented in Summary Table Q 28 #15.

Summary Table Q 28 #15. Percent of Responses For Types of Present Employment/Non-employment Status Recorded In 1967, 1972 and 1976, Q One and Q Two, By Classes 2 and 7 Years after Graduation

Class and Year of Answer		Full-time and Part-time Nursing Responses N	%	Not Presently Employed Responses N	%	All Other Responses N	%
1965 in 1967	N=20	17	85.0	2	10.0	1	5.0
1970 in 1972	N=37	30	81.1	5	13.5	2	5.4
1974 in 1976	N=39	30	76.9	5	12.8	4	10.3
Total	N=96	77	80.2	12	12.5	7	7.3
1960 in 1967	N=20	8	40.0	12	60.0	0	0.0
1965 in 1972	N=12	12	100.0	0	0.0	0	0.0
1969 in 1976	N=20	12	.60.0	5	25.0	3	15.0
Total	N=52	32	61.5	17	32.7	3	5.8

These findings provided further evidence of the decrease in the rate of employment in nursing between 2 and 7 years after graduation.

A comparison was made of the responses to Question 28 Q One recorded by the generic program and registered nurse program respondents. The findings of this comparison are presented in Table Q 28 #16.

Table Q 28 #16. Percent of Responses for Present Employment/Non-Employment Status By Respondents' UTCN Program, Q One

	Total Population		Generic Program		Registered Nurse Program	
	Responses		Responses		Responses	
Type of Present Activity	N	%	N	%	N	%
Full-time Nursing	300	58.3	249	56.3	51	69.9
Part-time Nursing	39	7.6	36	8.1	3	4.1
Full-time Non-nursing	7	1.4	6	1.4	1	1.4
Part-time Non-nursing	3	0.6	3	0.7	0	0.0
Full-time Study For Nursing Position	10	1.9	8	1.8	2	2.7
Full-time Study For Non-Nursing Position	1	0.2	1	0.2	0	0.0
Part-time Study and Part-time Employment in Nursing	3	0.6	2	0.4	1	1.4
Other	8	1.6	7	1.6	1	1.4
Not Presently Employed	144	28.0	130	29.4	14	19.2
Total	515	100.2	442	99.9	73	100.1

Using the 3 categories of present employment/non-employment status, the findings are presented in Table Q 28 #17.

Table Q 28 #17. Percent of Responses For 3 Categories of Present Employment/Non-Employment Status By Respondents' UTCN Program, Q One

	Total Population		Generic Program		Registered Nurse Program	
	Responses		Responses		Responses	
Type of Present Activity	N	%	N	%	N	%
Full-time and Part-time Nursing	339	65.8	285	64.5	54	74.0
Not Presently Employed	144	28.0	130	29.4	14	19.2
All Other Options	32	6.2	27	6.1	5	6.8
Total	515	100.1	442	100.0	73	100.0

A comparison was made of the responses to Question 10 Q Two by generic and registered nurse program respondents. The findings of this comparison are presented in Table Q 28 #18.

Table Q 28 #18. Percent of Responses For Present Employment/Non-employment Status By Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
Type of Present Activity	Responses N	%	Responses N	%	Responses N	%
Full-time Nursing	112	66.3	91	64.5	21	75.0
Part-time Nursing	23	13.6	19	13.5	4	14.3
Full-time Non-nursing	2	1.2	1	0.7	1	3.6
Part-time Non-nursing	1	0.6	1	0.7	0	0.0
Full-time Study For Nursing Position	1	0.6	1	0.7	0	0.0
Full-time Study For Non-nursing Position	0	0.0	0	0.0	0	0.0
Part-time Study and Part-time Employment In Nursing	0	0.0	0	0.0	0	0.0
Other	4	2.4	4	2.8	0	0.0
Not Presently Employed	26	15.4	24	17.0	2	7.1
Total	169	100.1	141	99.9	28	100.0

Using the 3 types of employment/non-employment status, these findings are presented in Table Q 28 #19.

Table Q 28 #19. Percent of Responses For 3 Types of Present Employment/Non-Employment Status By Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
Type of Present Activity	Responses N	%	Responses N	%	Responses N	%
Full-time and Part-time Nursing	135	79.9	110	78.0	25	89.3
Not Presently Employed	26	15.4	24	17.0	2	7.1
All Other Options	8	4.8	7	4.9	1	3.6
Total	169	100.1	141	99.9	28	100.0

The findings in Tables Q 28 #17 and #19 indicated that

here again, the registered nurse program respondents were more active in nursing than were the generic program respondents; probably the higher rate of employment among them on Q Two than on Q One was due in part to the selecting factors noted earlier, i.e.,they answered both questionnaires and they included a high proportion of teachers and nursing education administrators(see Table Q 23 P3 #18)

PRESENT POSITION; DURATION AND FINANCIAL IMPORTANCE

Question 11 Q Two had no counterpart in Q One. For the exact 5 year span to which the responses refer, by Class, see the discussion on Question 14 Q Two which is included with Question 10 Q One Chapter 2, page 30.

Question 11: "How long have you been employed in your present position? (Circle one)"

There were 145 usable responses and they are presented in descending order of frequency in Table Q 11 #1.

Table Q 11 #1. Percent of Responses For Period of Time In Present Position

Time In Present Position	Responses N	Responses %
Five Years	40	27.6
Less Than One Year	26	17.9
One Year	24	16.6
Two Years	22	15.2
Four Years	17	11.7
Three Years	16	11.0
Total	145	100.0

A comparison was made of responses to Question 11 Q Two by generic and registered nurse program respondents. The findings of this comparison are presented in Table Q 11 #2.

Table Q 11 #2. Percent of Responses For Period of Time In Present Position By Respondents' UTCN Program

Time In Present Position	Total Population Responses N	Total Population Responses %	Generic Program Responses N	Generic Program Responses %	Registered Nurse Program Responses N	Registered Nurse Program Responses %
Less Than One Year	26	17.9	21	17.6	5	19.2
One Year	24	16.6	19	16.0	5	19.2
Two Years	22	15.2	21	17.6	1	3.8
Three Years	16	11.0	15	12.6	1	3.8
Four Years	17	11.7	13	10.9	3	15.4
Five Years	40	27.6	30	25.2	10	38.5
Total	145	100.0	119	99.9	26	99.9

Another comparison was made between the percentage of responses recorded for respondents who had from 8 to 18 years of experience when they answered Q Two and those who had 7 years experience.

In the first category there were 83 respondents from the Classes 1954-1964, inclusive, and in the second category there were 62 respondents from the Classes 1965-1969, inclusive.

The findings of this comparison are presented in Table Q 11 #3.

Table Q 11 #3. Percent of Responses For Period of Time In Present Position By 2 Graduation-Response Intervals

Grad-Resp. Interval	Less Than One Year Responses N	%	One Year Responses N	%	Two Years Responses N	%	Three Years Responses N	%	Four Years Responses N	%	Five Years Responses N	%
8-18 Years N=83	14	16.9	11	13.3	9	10.8	7	8.4	12	14.5	30	36.1
7 Years N=62	12	19.4	13	21.0	13	21.0	9	15.5	5	8.1	10	16.1

The findings in Tables Q 11 #1-3 indicated that

there was a relatively high degree of mobility among respondents 8-18 years after graduation; although 50% of them had been in their present positions 4 or 5 years, 30% reported having been in them for only one year or less;

40% of the respondents who answered 7 years after graduation reported that they had been in their present positions for only one year or less; only 24% of them had been employed in their present positions for 4 or 5 years.

Question 29. "My present employment is (circle one):

1. Absolutely essential for financial reasons
2. Valuable but not essential for financial reasons
3. Not necessary for financial reasons."

There were 371 usable responses and they are presented in descending order of frequency in Table Q 29 #1.

Table Q 29 #1. Percent of Responses For Financial Need For Present Employment

Degree To Which Employment Is Necessary To Meet Financial Needs	Responses N	%
Absolutely Essential For Financial Reasons	183	49.3
Valuable But Not Essential For Financial Reasons	157	42.3
Not Necessary For Financial Reasons	31	8.4
Total	371	100.0

The percent of responses, by Class, that identified each option is presented in Table Q 29 #2.

Table Q 29 #2. Percent of Responses For Financial Need For Present Employment, By Class

			Degree To Which Employment is Necessary To Meet Financial Needs		
			Absolutely Essential	Valuable But Not Essential	Not Necessary for Financial Reasons
Class	Answered In	Grad-Resp. Interval	Responses %	Responses %	Responses %
1954	1967	13	28	71	0
1955	↑	12	33	41	25
1956		11	40	40	20
1957		10	45	45	9
1958		9	20	65	15
1959		8	33	50	16
1960		7	25	75	0
1961		6	70	30	0
1962		5	71	21	7
1963		4	50	25	25
1964	↓	3	78	21	0
1965	1967	2	50	38	11
1966	1968	↑	54	37	8
1967	1969		66	33	0
1968	1970		43	53	3
1969	1971		46	46	7
1970	1972		58	35	6
1971	1973		46	46	7
1972	1974		52	36	10
1973	1975	↓	47	42	9
1974	1976	2	57	37	5
Percent of Total Response			49.3	42.3	8.4

A comparison was made of the number and percent of responses for each option on a basis of the number of years since graduation that the responses were made. The group responding from 3-13 years after graduation was compared with the group responding 2 years after graduation. The findings are presented in Table Q 29 #3.

Table Q 29 #3. Financial Need For Present Employment By 2 Graduation-Response Intervals

Grad-Resp. Interval	Present Employment Essential For Financial Reasons Responses N	%	Present Employment Valuable But Not Essential For Financial Reasons Responses N	%	Present Employment Not Necessary For Financial Reasons Responses N	%
3-13 Years N=127	57	44.9	56	44.1	14	11.0
2 Years N=244	126	51.6	101	41.4	17	7.0

A comparison was made of responses to Question 29 recorded by generic and registered nurse program respondents. The findings of this comparison are presented in Table Q 29 #4.

Table Q 29 #4. Financial Need For Present Employment By Respondents' UTCN Program

Financial Need For Present Employment	Total Population Responses N	%	Generic Program Responses N	%	Registered Nurse Program Responses N	%
Employment Essential For Financial Reasons	183	49.3	151	48.4	32	54.2
Employment Valuable But Not Essential For Financial Reasons	157	42.3	130	41.7	27	45.8
Not Necessary For Financial Reasons	31	8.4	31	9.9	0	0.0
Total	371	100.0	312	100.0	59	100.0

Question 29 was not repeated on Q Two.

The findings presented in Tables Q 29 #1-4 indicated that

approximately half the respondents who reported present employment were employed because it was essential for financial reasons, whereas approximately 10% reported that employment was not necessary for financial reasons;

the necessity of present employment among registered nurse program respondents was greater than among generic program respondents.

Response to an identical question in the Vanderbilt[1] Study was reported, as follows:

50% (N=198) of respondents reported that their present employment was absolutely essential for financial reasons; 40% (N=159) felt it was valuable financially but not essential; and 10% reported that it was not necessary. The Vanderbilt report did not compare responses from generic program and registered nurse program respondents.

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[1] Donaldson, M.L. p 35

INCOME

Question 32: "If presently employed full time, what is your approximate yearly income from this employment? (Circle one)."

There were 350 responses; excluding the 30 responses recorded for the option "not presently employed full-time," the remaining 320 responses are presented in Table Q 32 #1.

Table Q 32 #1. Percent of Responses For Annual Income In Present Position For Full-time Nursing Employment

Annual Income Ranges	Responses N	Responses %
$3,000 - $3,999	1	0.3
4,000 - 4,999	10	3.1
5,000 - 5,999	19	5.9
6,000 - 6,999	50	15.6
7,000 - 8,999	116	36.3
9,000 - 10,999	84	26.3
11,000 - 14,999	38	11.9
15,000 and over	2	0.6
Total	320	100.0

For these responses, collected during the years 1967-1976, inclusive, the estimated mean annual income was $8,656. This estimated mean annual income and all subsequent mean income analyses should be considered as slight under estimations since the median chosen for the highest income range, $15,000 and over, was $15,000 as this seemed to be the most parsimonious assumption. The reader should keep in mind that those analyses where there are few if any incomes reported in the $15,000 and over range, are probably more accurate, compared with analyses in which there is a larger number of responses in this income range. The latter analyses give a slightly underestimated mean income.

The percent of responses reported for each income range, by Class, is presented in Table Q 32 #2.

Table Q 32 #2. Percent of Responses For 8 Income Ranges, By Class

			Annual Income Ranges							
			$3000-3999	$4000-4999	$5000-5999	$6000-6999	$7000-8999	$9000-10,999	$11,000-14,999	$15,000-and over
		Grad-Resp.				Responses				
Class	Year of Response	Interval	%	%	%	%	%	%	%	%
1954	1967	13	0	0	0	40	40	20	0	0
1955	↑	12	0	12	0	0	62	12	12	0
1956		11	0	0	8	33	33	8	16	0
1957		10	0	0	28	14	28	14	14	0
1958		9	0	0	6	31	43	18	0	0
1959		8	0	28	0	0	57	14	0	0
1960		7	0	0	42	0	28	28	0	0
1961		6	0	12	0	37	25	25	0	0
1962		5	8	8	8	33	33	8	0	0
1963		4	0	0	25	25	25	25	0	0
1964	↓	3	0	15	7	38	23	15	0	0
1965	1967	2	0	12	31	50	6	0	0	0
1966	1968	↑	0	0	8	47	43	0	0	0
1967	1969		0	0	0	28	57	14	0	0
1968	1970		0	0	3	13	69	10	3	0
1969	1971		0	0	0	0	75	21	0	3
1970	1972		0	0	0	0	44	44	10	0
1971	1973		0	0	0	0	12	72	16	0
1972	1974		0	0	6	0	13	40	40	0
1973	1975	↓	0	5	0	0	16	38	38	0
1974	1976	2	2	0	0	0	9	45	41	3
Percent of 320 Responses			0.3	3.1	5.9	15.6	36.3	26.3	11.9	0.6

Using intervals of $2,000 rather than $1,000 for the first 4 income brackets it was possible to organize the findings in 6 rather than 8 categories and increase the uniformity. The resulting distribution ot responses is presented in Table Q 32 #3.

Table Q 32 #3. Percent of Responses For Annual Income in 6 Ranges For Present Position in Full-time Nursing Employment

	Responses	
Annual Income Ranges	N	%
$ 3,000 $4,999	11	3.4
5,000 - 6,999	69	21.5
7,000 - 8,999	116	36.3
9,000 - 10,999	84	26.3
11,000 - 14,999	38	11.9
15,000 and over	2	0.6
Total	320	100.0

The percent of responses reported for each of these 6 income ranges, by Class, is presented in Table Q 32 #4.

Table Q 32 #4. Percent of Responses By 6 Income Ranges, By Class, For Full-time Present Employment In Nursing

			Annual Income Ranges					
			$3,000-4,999	$5,000-6,999	$7,000-8,999	$9,000-10,999	$11,000 14,999	$15,000 and over
			Responses					
Class	Year of Response	Grad-Resp. Interval	%	%	%	%	%	%
1954	1967	13	0	40	40	20	0	0
1955		12	12	0	62	12	12	0
1956		11	0	41	33	8	16	0
1957		10	0	42	28	14	14	0
1958		9	0	37	43	18	0	0
1959		8	28	0	57	14	0	0
1960		7	0	42	28	28	0	0
1961		6	12	37	25	25	0	0
1962		5	16	41	33	8	0	0
1963		4	0	50	25	25	0	0
1964		3	15	46	23	15	0	0
1965	1967	2	12	81	6	0	0	0
1966	1968		0	56	43	0	0	0
1967	1969		0	28	57	14	0	0
1968	1970		0	17	69	10	3	0
1969	1971		0	0	75	21	0	3
1970	1972		0	0	44	44	10	0
1971	1973		0	0	12	72	16	0
1972	1974		0	6	13	40	40	0
1973	1975		5	0	16	38	38	0
1974	1976	2	0	0	9	45	41	3
Percent of 320 Responses			3.4	21.5	36.3	26.3	11.9	0.6

A comparison was made of incomes reported for present positions in the Vanderbilt[1] Study and the UTCN Study. Since all Vanderbilt responses were made in 1964, comparable data were sought in the UTCN Study. Responses made by 115 respondents in 1967 from the Classes 1954-1965, inclusive, were selected. The Vanderbilt sample included graduates of diploma, baccalaureate abd master's programs of that school. The UTCN sample included generic and registered nurse program graduates. The findings of this comparison are presented in Table Q 32 #5.

Table Q 32 #5. Percent of Responses For Income Levels For Full-time Present Positions in Nursing, By Vanderbilt and UTCN Studies

	Vanderbilt		UTCN	
Year of Response	1964 Responses		1967 Responses	
Annual Income For Full-time Nursing Employment	N	%	N	%
$ 3,000 - 3,999	34	11	1	0.9
4,000 - 4,999	75	23	9	7.8
5,000 - 5,999	56	17	15	13.0
6,000 - 6,999	61	19	33	28.7
7,000 - 8,999	71	22	37	32.2
9,000 -10,999	18	6	16	13.9
11,000 -14,999	9	3	4	3.5
15,000 and over	2	1	0	0.0
Total	326	102	115	100.0

These findings indicated that

UTCN respondents reporting on incomes for present positions in 1967 were earning better incomes than Vanderbilt respondents reported earning in present positions in 1964; the estimated median annual income for full-time nursing employment for Vanderbilt respondents in 1964 was $6,400 and for UTCN respondents in 1967, it was $7,380.

The differential was probably due to the following factors:

a difference in the samples that has already been noted, i.e., the UTCN data were collected 3 years after the Vanderbilt date were collected;

some of the Vanderbilt respondents, estimated at an N of 16, had been out of school only one year

some of the Vanderbilt respondents, estimated at an N of 25-30, were graduates of the diploma program of that school who had been employed at least 25 years;

some of the Vanderbilt respondents, estimated at an N of 10,

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[1] Donaldson, M.L., Table 13 p 36

were graduates of the master's degree program.

No attempt was made, beyond pure speculation, to consider the influence these factors may have had on the differential between incomes for the respondents in the 2 samples. Regardless of them, the findings did indicate slightly better salaries earned by UTCN respondents.

A comparison was made of incomes for full-time nursing employment for present positions in the NLN[2] Study and UTCN Study. Four levels of income were arbitrarily developed to bring the levels used in the 2 studies into relative comparability. The annual incomes in the UTCN Study were converted into monthly incomes and the most nearly equivalent ranges were set up.

Data from Q One for generic program respondents only (Table Q 32 #16) were compared with data for baccalaureate program graduates in the NLN Study (Table #25 page 28) and they are presented in Table Q 32 #6.

Table Q 32 #6. Comparison of Income For Present Position In Full-time Nursing For Baccalaureate Graduates In NLN and UTCN Studies

Income Ranges		NLN Responses		UTCN Responses	
NLN Monthly	UTCN Annual	N	%	N	%
$500 or less	$ 5,999 or less	34	4.5	29	11.0
501 - 700	6,000 - 8,999	227	30.3	154	54.2
701 - 900	9,000 -10,999	364	48.6	66	25.0
901 and over	11,000 and over	124	16.6	26	9.8
Total		749	100.0	264	100.0

This comparison lacks some degree of validity because

the graduation-response interval is markedly different in the 2 studies - 5 years in the NLN Study and ranging from 2-13 years in the UTCN Study;

the incomes were reported in different calendar years, 1971 in the NLN Study and over a period from 1967 to 1976 in the UTCN Study;

50% of the UTCN respondents were reporting on income in positions just 2 years out of school which counterbalances the fact that this reporting was done during the years subsequent to 1971 when income was increasing (see Table Q 32 #4).

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[2] Knopf, L. RN's One and Five Years After Graduation

A comparison was made using the 6 income ranges between the percent of responses in each category recorded by respondents who had from 3-13 years of experience since graduation and those recorded by respondents who had 2 years of experience. The findings of this comparison are presented in Table Q 32 #7.

Table Q 32 #7. Percent of Responses For Income Range Of Present Position in Full-time Nursing By 2 Graduation-Response Intervals

			Income Ranges											
			$3,000-4,999		$5,000-6,999		$7,000-8,999		$ 9,000-10,999		$11,000-14,999		$15,000 and over	
	Grad-Resp.	Year of	Responses		Responses		Responses		Responses		Responses		Responses	
Classes	Interval	Resp.	N	%	N	%	N	%	N	%	N	%	N	%
1954-1964 N=99	3-13	1967	8	8.1	35	35.4	36	36.4	16	16.2	4	4.0	0	0.0
1965-1974 N=221	2	1967-1976	3	1.4	34	15.4	80	36.2	68	30.8	34	15.4	2	0.9

Estimated mean annual full-time nursing income for the 3-13 year group was $7,495 reported in 1967; for the 2 year group it was $9,085 reported in 1967-1976.

The estimated mean annual income for respondents in the Class of 1965, as reported in 1967, was $6,031. There was increase to an estimated mean annual income of $11,225 for respondents in the Class of 1974 reporting in 1976. Over this 10 year period there was an annual inflation rate of 7%. However, to compensate for inflation alone, the $6,031 income in 1967 should have increased to $11,083 by 1976. Thus, for respondents 2 years out of school, the "real" income increment over the 10 year period was estimated to be only $142.00. The dramatic increase in income reported in the period from 1972 to 1974 (Table Q 32 #4) was obviously an inflation "catch-up" factor rather than a "real" increase in income.

A "real" increase in income may be occurring presently, however. Using the City of Memphis Hospital 1978 salary scale as a benchmark, it was determined that a 1978 UTCN baccalaureate nursing graduate could be employed as a beginning staff nurse, on the day shift, at an annual salary of $12,168. The inflation factor, added to the 1976 salary of $11,225 for respondents 2 years after graduation, gives an estimated salary in 1978 of $13,684 for respondents 4 years after graduation. When the same projection was made for the beginning salary of $12,168 in 1978, the estimated mean salary including inflation is $15,088 in 1982 for respondents 4 years after graduation. The "real" salary increment over a 4 year period is, on this basis, $1,400 - considerably better than the increment calculated from the data reported in 1976. This suggests that since 1976 salaries are rising in a "real" manner in addition to the increase associated with inflation.

These findings yielded estimated mean annual incomes of $9,106 for the NLN respondent 5 years after graduation and $8,815 for the UTCN respondent. Out of the total UTCN sample, the most comparable group, consisting of 9 respondents who reported present income 7 years after graduation, yielded an estimated mean annual income of $11,666.

All in all, the incomes reported by UTCN respondents were well within the average of the findings from these other 2 studies.

An additional comparison was made between UTCN findings and findings reported in the 1977 Data Service Report On Newly Licensed Nurses[3] published by the National League For Nursing. This comparison indicated that the estimated mean annual income for full-time employment of UTCN respondents in the Class of 1974, reporting in 1976, was lower than that reported by baccalaureate graduates in the NLN Survey reporting in 1977 six to eight months after licensure.

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[3] NLN Nursing Data Book Pub. No. 19-1751, Table 84 p 83

Question 12 Q Two was identical with Question 32 Q One. The calendar year in which each Class of respondents provided information about annual income for full-time employment in nursing is, as follows:

Classes of 1954 through 1965 answered Q Two in 1972
Class of 1966 answered Q Two in 1973
Class of 1967 answered Q Two in 1974
Class of 1968 answered Q Two in 1975
Class of 1969 answered Q Two in 1976

There were 132 responses; excluding 18 responses recorded for the option "not presently employed," the remaining 114 responses are presented in Table Q 32 #8.

Table Q 32 #8. Percent of Responses For Annual Income in Present Position In Full-time Nursing Employment, Q Two

Annual Income Range	Responses N	Responses %
$3,000 - $3,999	0	0.0
4,000 - 4,999	0	0.0
5,000 - 5,999	2	1.8
6,000 - 6,999	1	0.9
7,000 - 8,999	10	8.8
9,000 - 10,999	30	26.3
11,000 - 14,999	51	44.7
15,000 and over	20	17.5
Total	114	100.0

The estimated mean annual income of $11,934 is a slight under-estimation (see page 292).

A comparison was made of the responses to Question 32 Q One and Question 12 Q Two in terms of the percent of responses recorded for each income bracket. The findings are presented in Table Q 32 #9.

Table Q 32 #9. Percent of Responses For Annual Income In Present Position In Full-time Nursing Employment, Q One and Q Two

Annual Income Range	Q One N=320 Responses %	Q Two N=114 Responses %
$ 3,000 - $3,999	0.3	0.0
4,000 - 4,999	3.1	0.0
5,000 - 5,999	5.9	1.8
6,000 - 6,999	15.6	0.9
7,000 - 8,999	36.3	8.8
9,000 - 10,999	26.3	26.3
11,000 - 14,999	11.9	44.7
15,000 and over	0.6	17.5
Total	100.0	100.0

Using intervals of $2,000 rather than $1,000 for the the first 4 brackets, it was possible to organize the responses to Question 12 Q Two into the same 6 rather than 8 ranges as was done with responses to Question 32 Q One. The findings are presented in Table Q 32 #10.

Table Q 32 #10. Percent of Responses For Annual Income in Present Position In Full-time Nursing Employment, Q One and Q Two

Annual Income Range	Q One N=320 Responses %	Q Two N=114 Responses %
$ 3,000 - $4,999	3.4	0.0
5,000 - 6,999	21.5	2.7
7,000 - 8,999	36.3	8.8
9,000 - 10,999	26.3	26.3
11,000 - 14,999	11.9	44.7
15,000 and over	0.6	17.5
Total	100.0	100.0

The percent of responses reported for each of the 6 income ranges by Class on Q Two is presented in Table Q 32 #11.

Table Q 32 #11. Percent of Responses By 6 Income Ranges, By Class, Q Two

			Annual Income Range					
			$3,000-4,999	$5,000-6,999	$7,000-8,999	$9,000-10,999	$11,000-4,099	$15,000 and over
			Responses					
Class	Year of Response	Grad-Resp. Interval	%	%	%	%	%	%
1954	1972	18	0	0	0	50	33	16
1955	↑	17	0	0	11	44	22	22
1956		16	0	11	11	33	33	11
1957		15	0	0	20	20	60	0
1958		14	0	0	9	9	72	9
1959		13	0	0	0	0	66	33
1960		12	0	0	16	33	50	0
1961		11	0	0	0	25	50	25
1962		10	0	0	0	0	60	40
1963		9	0	0	0	0	50	50
1964	↓	8	0	0	0	60	20	20
1965	1972	7	0	0	30	20	40	10
1966	1973	↑	0	0	0	44	55	0
1967	1974		0	0	0	100	0	0
1968	1975	↓	0	11	5	22	44	16
1969	1976	7	0	0	10	10	40	40
Percent of 114 Responses			0	2.7	8.8	26.3	44.7	17.5

A comparison was made of estimated mean annual incomes reported by the 114 respondents on Q Two in 3 groups based on graduation-response intervals. The findings of this comparison are presented in Table Q 32 #12.

Table Q 32 #12. Estimated Mean Annual Income Resported on Q Two By 3 Graduation-Response Intervals

Group	Grad-Resp. Interval In Years	Classes	Data Collected In	Respondents N	Estimated Mean Annual Income
I	14-18	1954-1958	1972	41	$ 11,756
II	8-13	1959-1964	1972	25	12,560
III	7	1965-1969	1972-1976	48	11,770

The findings of this comparison indicated that

the respondents reporting after the shortest graduation-response interval (7 years) were earning incomes equal to those earned by respondents reporting after the longest graduation-response interval (14-18 years) and only slightly less than incomes earned by respondents reporting after the intermediate graduation-response interval (8-13 years);

the estimated mean annual income for 78 respondents (Classes 1954-1965) who answered Q Two in 1972 was $11,934, while it was $11,947 for the 38 respondents (Classes 1966-1969) who answered 1973 to 1976; this suggested that respondents received no increases in salaries associated with merit, responsibility or even longevity.

Considering the fact that significant increases in income were reported subsequent to 1972 by respondents answering Q One in the years 1973 to 1976, the estimated mean income for Groups I and II were likely low estimations if they are compared with incomes that the same respondents could report in 1978. Setting aside this consideration, however, the data for Q Two indicated that there was no difference in estimated mean incomes reported by individuals employed full-time in nursing 7 and 18 years after graduation. For dramatic comparison, the beginning annual salary for new baccalaureate graduates at the City of Memphis Hospital in June 1978 was $12,168.

An additional comparison was made in which responses to both questionnaires were assembled into 2 groups on the basis of the number of years intervening between graduation and response, as follows:

Group 1. Responses from persons who answered Q One 3-13 years after graduation and Q Two 7-18 years after graduation

Group 2. Responses from persons who answered Q One 2 years after graduation

These findings for the 6 income brackets for present positions in full-time nursing are presented in Table Q 32 #13.

Table Q 32 #13. Percent of Responses For Annual Income For Present Position In Full-time Nursing In 6 Brackets By 2 Time Periods Since Graduation

	Income Ranges											
	$ 3,000-4,999		$ 5,000-6,999		$7,000-8,999		$ 9,000-10,999		$11,000-14,999		$15,000 and over	
Grad-Resp. Interval	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%
3-18 Yrs. N=212	8	3.8	38	17.9	46	21.7	46	21.7	55	25.9	19	9.0
2 Years N=221	3	1.4	34	15.4	80	36.2	68	30.8	34	15.4	2	0.9

The estimated mean annual full-time income for the 3-18 year group was $9,849; for the 2 year group it was $9,085.

The discrepancy between the findings in Table Q 32 #12 and #13 are best understood as resulting from the fact that included in the 212 respondents in the 3-18 year category (Q 32 #13) are many who were reporting a present salary on Q One, prior to the post-1972 salary increase phenomenon. In addition, this group may not have been consistently employed in nursing. Whereas, the significantly higher salaries quoted in Table Q 32 #12 are based on a group of respondents who were more consistently employed and for some of them, the reporting time was post-1972.

The responses submitted by the persons in the Two Year-Seven Year Sample to the question concerning annual income for full-time employment in nursing were compiled in number and percent of total responses using 6 categories of income ranges. These findings are presented in Table Q 32 #14.

Table Q 32 #14. Percent of Responses For Annual Income For Present Full-time Nursing Employment For Two Year-Seven Year Sample

	Q One Responses		Q Two Responses	
Annual Income Range	N	%	N	%
$ 3,000 - $4,999	2	2.5	0	0.0
5,000 - 6,999	24	30.4	2	4.2
7,000 - 8,999	43	53.4	5	10.4
9,000 - 10,999	8	10.1	12	25.0
11,000 - 14,999	1	1.3	21	43.7
15,000 and over	1	1.3	8	16.7
	79	99.0	48	100.0

The estimated mean annual income of the 79 respondents in this sample who were employed full-time when they answered Q One 2 years after graduation in the years 1967 to 1971 was $7,645.

For the 48 respondents in this sample who were employed when they answered Q Two 7 seven years after graduation in the years 1972 to 1976, the estimated mean annual income was $11,770.

For the total Two Year-Seven Year Sample, the employment status of the 93 respondents, by Class and by questionnaire, is presented in Table Q 32 #15.

Table Q 32 #15. Percent of Respondents in Two Year-Seven Year Sample Reporting Full- or Part-time Employment in Nursing, Q One and Q Two

	Employment Status, Q One						Employment Status, Q Two					
	Full-time Responses		Part-time Responses		Not Employed Responses		Full-time Responses		Part-time Responses		Not Employed Responses	
Class	N	%	N	%	N	%	N	%	N	%	N	%
1965	13	86.7	2	13.3	0	0.0	10	66.7	2	33.3	3	20.0
1666	17	81.0	1	4.8	3	14.3	9	42.9	1	4.8	11	52.5
1967	5	83.3	1	16.7	0	0.0	1	16.7	1	16.7	4	66.7
1968	25	83.3	1	3.3	4	13.3	19	63.3	1	3.3	10	33.3
1969	21	100.0	0	0.0	0	0.0	10	47.6	5	23.8	6	28.6
Total	81	87.1	5	5.5	7	7.5	49	52.7	10	10.8	34	36.6

The most dramatic finding presented in Table Q 32 #15 is the significant drop in full-time employment in nursing in the period between 2 and 7 years after graduation, a finding for this Sample population that corroborates findings for the whole population in the discussion of Question 12.

This significant and consistent departure from the field of nursing employment, documented here for respondents in this study, is the subject of the publication titled "Reality Shock."[4]

A comparison was made of the responses to Question 32 Q One recorded by generic program and registered nurse program respondents. The findings of this comparison are presented in Table Q 32 #16.

Table Q 32 #16. Percent of Responses for Annual Income For Present Position In Full-time Nursing Employment, By Q One and By Respondents' UTCN Program

Annual Income Range For Present Employment	Total Population Responses N	Total Population Responses %	Generic Program Responses N	Generic Program Responses %	Registered Nurse Program Responses N	Registered Nurse Program Responses %
$ 3,000 - 3,999	1	0.3	1	0.4	0	0.0
4,000 - 4,999	10	3.1	10	3.8	0	0.0
5,000 - 5,999	19	5.9	18	6.8	1	1.8
6,000 - 6,999	50	15.6	42	15.9	8	14.3
7,000 - 8,999	116	36.3	101	38.3	15	26.8
9,000 -10,999	84	26.3	66	25.0	18	32.1
11,000 -14,999	38	11.9	25	9.5	13	23.2
15,000 and over	2	0.6	1	0.4	1	1.8
Total	320	100.0	264	100.1	57	100.0

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[4] Kramer, M. and Schmalenberg, C.

Using the 6 income ranges with a minimum interval of $2,000, it was possible to group these responses as recorded in Table Q 32 #17.

Table Q 32 #17. Percent of Responses For Annual Income In 6 Ranges For Present Employment In Full-time Nursing Position, By Respondents' UTCN Program, Q One

	Total Population		Generic Program		Registered Nurse Program	
Annual Income Range For Present Employment	Responses N	%	Responses N	%	Responses N	%
$ 3,000 - 4,999	11	3.4	11	4.2	0	0.0
5,000 6,999	69	21.5	60	22.7	9	16.1
7,000 - 8,999	116	36.3	101	38.3	15	26.8
9,000 -10,999	84	26.3	66	25.0	18	32.1
11,000 -14,999	38	11.9	25	9.5	13	23.2
15,000 and over	2	0.6	1	0.4	1	1.8
Total	320	100.0	264	100.1	56	100.0

While the estimated mean annual income for the 320 respondents to Q One was $8,656 (see Table Q 32 #1), the generic respondents reported an estimated mean annual income of $8,378 and the registered nurse program respondents reported $9,607. This difference can be understood on the basis of the fact that approximately half the generic program respondents reported a present income at a point only 2 years after graduation, whereas, a majority of the registered nurse program respondents had employment experience in nursing before entering the baccalaureate program.

A comparison was made of the responses to Question 12 Q Two recorded by respondents in the generic and registered nurse programs. The findings of this comparison, using 6 income ranges only, are presented in Table Q 32 #18.

Table Q 32 #18. Percent of Responses For Annual Income By 6 Income Ranges For Present Position In Full-time Nursing Employment, By Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
Annual Income Range For Present Employment	Responses N	%	Responses N	%	Responses N	%
$ 3,000 - $4,999	0	0.0	0	0.0	0	0.0
5,000 - 6,999	3	2.7	3	3.3	0	0.0
7,000 - 8,999	10	8.8	9	9.8	1	4.5
9,000 - 10,999	30	26.3	24	26.1	6	27.3
11,000 - 14,999	51	44.7	46	50.0	5	22.7
15,000 and over	20	17.5	10	10.9	10	45.5
Total	114	100.0	92	100.1	22	100.0

The estimated mean annual income for full-time employment in nursing *reported by generic prog*ram respondents on Q One was $8,378 compared to $9,607 reported by registered nurse program respondents. With Q Two responses the gap had closed somewhat as mean incomes of $11,717 and $12,863, respectively, were reported.

A comparison was made of the percent of responses for each of the 6 ranges, by Class, for those Classes that answered Q One at the end of a 2 year period after graduation, Classes 1965 through 1974. These responses represented income for positions held in the years 1967 through 1976, respectively. This comparison is presented in Table Q 32 #19.

Table Q 32 #19. Highest Percent of Responses, Year Achieved, For 6 Income Ranges, Classes 1965 through 1974

Annual Income Range	Highest Percent Of Responses	Year In Which Highest Percent Was Reached
$ 3,000 - $4,999	12	1967
5,000 - 6,999	81	1967
7,000 - 8,999	75	1971
9,000 - 10,999	72	1973
11,000 - 14,999	41	1976
15,000 and over	3	1971 and 1976

The findings indicated that the percent of each group of respondents reporting annual incomes of $9,000 and above at a point 2 years after granduation, by calendar year, was, as follows:

1967	none	1972	47%	Peak increment was
1968	none	1973	88%	from 1972 to 1973
1969	14%	1974	80%	
1970	13%	1975	76%	
1971	24%	1976	89%	

These data showed a six to seven fold increase from 1970 to 1976 in this $9,000 and above income category.

The percent earning $11,000 and above was, as follows:

1967-1969	none	1973	16%	Peak increment was
1970	3%	1974	40%	from 1973 to 1974
1971	3%	1975	38%	
1972	10%	1976	44%	

These data showed a fourteen to fifteen fold increase from 1970 to 1976 in this $11,000 and above salary category.

Using the sample of respondents presented in Table Q 18 #13, 154 respondents selected with a view to minimizing the influence of various graduation-response intervals and differences in the calendar year of response, data from Part 1 of Question 23 Q One and Part 1 of Question 9 Q Two were organized for presentation in Table Q 32 #20.

There were 103 usable responses recorded (annual income for present employment) by the 154 respondents in this selected sample. The relatively smaller number of 103 respondents represented those who were presently employed full-time in nursing as opposed to the 154 respondents who reported at least one year of nursing employment since graduation (Question 18 Q One). The 103 respondents reported being employed full-time in nursing and stated a present salary at the time of responding.

Table Q 32 #20. Number and Percent of Responses For 6 Annual Income Ranges For Present Position in Full-time Nursing, Q One and Q Two, In 1967, 1972 and 1976, By Classes, 2 and 7 Years After Graduation

		Annual Income											
		$3,000-4,999		$5,000-6,999		$7,000-8,999		$9,000-10,999		$11,000-14,999		$15,000 and over	
	Class and Year of Answer	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%
2 Year Grad-Resp. Interval	1965 in 1967 N=16	2	12.5	13	81.3	1	6.3	0	0.0	0	0.0	0	0.0
	1970 in 1972 N=29	0	0.0	0	0.0	13	44.8	13	44.8	3	10.3	0	0.0
	1974 in 1976 N=31	0	0.0	0	0.0	3	10.0	14	45.2	13	41.9	1	3.2
	Total N=76	2	2.6	13	17.1	17	22.4	27	35.5	16	21.1	1	1.3
7 Year Grad-Resp. Interval	1960 in 1967 N=7	3	42.9	2	28.6	2	28.6	0	0.0	0	0.0	0	0.0
	1965 in 1972 N=10	0	0.0	0	0.0	3	30.0	2	20.0	4	40.0	1	10.0
	1969 in 1976 N=10	0	0.0	0	0.0	1	10.0	1	10.0	4	40.0	4	40.0
	Total N-27	3	11.1	2	7.4	6	22.2	3	11.1	8	29.6	5	18.5

The findings in Table Q 32 #20 indicated that the estimated mean annual income for full-time nursing employment 2 years out of school was $9,407, while 7 years out of school, the estimated mean annual income was $10,407.

A comparison was made of the estimated mean annual income reported at 2 years and 7 years after graduation by respondents in the 2 samples, namely, the 93 respondents in the Two Year-Seven Year Sample (page 39) and the 154 respondents in this selected sample. These findings are present in Table Q 32 #21.

Table Q 32 #21. Estimated Mean Annual Income For Full-time Employment In Present Position In Nursing For Two Sample Populations

	Classes		Estimated Mean Annual Salary	
Sample	Q One	Q Two	2 Years After Graduation	7 Years After Graduation
Two-Year-Seven Year Sample N=93	1965-1969	1965-1969	Answered 1967-1971 N=79 $ 7,645	Answered 1972-1976 N=48 $ 11,770
Sample of 154	1965, 1970, 1974	1960, 1965, 1969	Answered 1967, 1972 and 1976 N=76 $ 9,407	Answered 1967, 1972 and 1976 N=27 $ 10,407

This comparison led to the conclusion that income 2 years after graduation was lower for the Two Year-Seven Year Sample respondents than for respondents in the selected sample because their reporting was done prior to 1972, while the income for the same respondents 7 years after graduation was higher than for the respondents in the selected sample because all of their reporting was done in 1972 and thereafter. The Class of 1960 reporting 7 years after graduation in 1967 still had no income above $9,000 annually.

It was again evident here that length of time since graduation and merit did not seem to be related to income increases. Although incomes reported since 1972 have increased somewhat, these gains have done little beyond compensating the employee for inflation (see page 298 for "real" income increase information).

Question 33: "If presently employed part-time in nursing, what is your approximate yearly income from this employment? (Circle One)"

There were 42 usable rssponses and they are presented in Table Q 33 #1.

Table Q 33 #1. Percent of Responses For Annual Income For Present Position In Part-time Nursing Employment

Annual Income Range	Responses N	%
$ 100 - 499	1	2.4
500 - 999	3	7.1
1,000 - 1,499	4	9.5
1,500 - 1,999	2	4.8
2,000 - 2,499	4	9.5
2,500 - 3,000	4	9.5
3,000 - 3,500	2	4.8
3,500 - 4,000	8	19.0
4,000 - 5,000	14	33.3
Total	42	99.9

Using intervals of $1,000 rather than $500 for the first 8 income ranges it was possible to arrange these findings under 5 rather than 9 ranges and increase the uniformity among ranges. The resulting distribution is presented in Table Q 33 #2.

Table Q 33 #2. Percent of Responses For Annual Income For Present Part-time Position In Nursing By 5 Income Ranges

Annual Income Range	Responses N	%
$ 100 - 999	4	9.5
1,000 - 1,999	6	14.3
2,000 - 3,000	8	19.0
3,000 - 4,000	10	23.8
4,000 - 5,000	14	33.3
Total	42	99.9

The percent of responses recorded in these 5 income ranges were determined and they are presented, by Class, in Table Q 33 #3.

Table Q 33 #3. Percent of Responses By Class For 5 Income Ranges For Present Position In Part-time Nursing Employment

			Income Range				
Class	Grad-Resp. Interval	Year of Response	$ 100 999 Responses %	$ 1,000-1,999 Responses %	$ 2,000-3,000 Responses %	$ 3,000-4,000 Responses %	$ 4,000 5,000 Responses %
1954	13	1967	0	0	0	0	100
1955	12	↑	33	33	33	0	0
1956	11		100	0	0	0	0
1957	10		20	20	20	0	40
1958	9		0	25	25	25	25
1959	8		0	0	25	75	0
1960	7		0	100	0	0	0
1961	6		0	0	100	0	0
1962	5		0	50	50	0	0
1963	4		0	0	0	0	0
1964	3	↓	0	0	0	100	0
1965	2	1967	0	100	0	0	0
1966	↑	1968	0	0	50	50	0
1967		1969	0	0	0	50	50
1968		1970	0	0	50	0	50
1969		1971	0	0	0	0	0
1970		1972	0	0	0	50	50
1971		1973	0	0	0	0	0
1972		1974	0	0	0	50	50
1973	↓	1975	0	0	0	0	100
1974	2	1976	25	0	0	0	75
Percent of 42 Responses			9.4	14.3	19.0	23.8	33.3

A comparison was made using the 5 part-time income ranges, between the percent of responses in each category recorded by respondents who had from 3-13 years of experience since graduation and those recorded by responsents who had 2 years of experience since graduation at the time that they answered. These findings are presented in Table Q 33 #4.

Table Q 33 #4. Percent of Responses For 5 Income Ranges and 2 Graduation-Response Intervals

		Annual Part-time Income Range									
		$ 100-999 Responses		$ 1,000-1,999 Responses		$ 2,000-3,000 Responses		$ 3,000-4,000 Responses		$ 4,000-5,000 Responses	
Grad-Resp. Interval		N	%	N	%	N	%	N	%	N	%
3-13 Years	N=23	3	13.0	5	21.7	6	26.1	5	21.7	4	17.4
2 Years	N=19	1	5.3	1	5.3	2	10.5	5	26.3	10	52.6

All responses for the 3-13 year group were made in 1967; the responses for the 2 year group were made in the years 1967 through 1976.

The estimated mean annual income for part-time employment in nursing earned by the 3-13 year group was $1,983 and by the 2 year group was $3,658.

Question 13 Q Two was identical with Question 33 Q One. For the statement concerning the calendar year in which each Class of respondents provided information about annual income for part-time present nursing employment, refer to the discussion of Question 12 Q Two. There were 25 responses and they are presented in Table Q 33 #5.

Table Q 33 #5. Percent of Responses For Annual Income For Present Position in Part-time Nursing Employment, Q Two

Annual Part-time Income Range	Responses N	%
$ 100 - 499	1	4
500 - 999	1	4
1,000 - 1,499	0	0
1,500 - 1,999	2	8
2,000 - 2,499	5	20
2,500 - 3,000	1	4
3,000 - 3,500	2	8
3,500 - 4,000	1	4
4,000 - 5,000	12	48
Total	25	100

A comparison was made of the responses to Question 33 Q One and Question 13 Q Two in terms of the percent of responses recorded for each part-time income range. These findings are presented in Table Q 33 #6.

Table Q 33 #6. Percent of Responses For Annual Income For Present Position in Part-time Nursing Employment, Q One and Q Two

Annual Part-time Income Range	Q One Responses %	Q Two Responses %
$ 100 - 499	2.4	4.0
500 - 999	7.1	4.0
1,000 - 1,499	9.5	0.0
1,500 - 1,999	4.8	8.0
2,000 - 2,499	9.5	20.0
2,500 - 3,000	9.5	4.0
3,000 - 3,500	4.8	8.0
3,500 - 4,000	19.0	4.0
4,000 - 5,000	33.3	48.0
Total	99.9	100.0

A comparison was made of the percent of responses recorded in the 5 categories of part-time annual income ranges in Question 33 Q One and Question 13 Q Two. These findings are presented in Table Q 33 #7.

Table Q 33 #7. Percent of Responses for 5 Annual Income Ranges For Present Part-time Position in Nursing, Q One and Q Two

Annual Part-time Income Range	Q One Responses %	Q Two Responses %
$ 100 - 999	9.5	8.0
1,000 - 1,999	14.3	8.0
2,000 - 2,999	19.0	24.0
3,000 - 4,000	23.8	12.0
4,000 - 5,000	33.3	48.0
Total	99.9	100.0

An additional comparison was made in which responses to both questionnaires were assembled into 2 groups on the basis of the number of years intervening between graduation and response, as follows:

Group 1. Responses from persons who answered Q One 3-13 years and Q Two 7-18 years after graduation

Group 2. Responses from persons who answered Q One 2 years after graduation

These findings for 5 income ranges for present part-time employment in nursing are presented in Table Q 33 #8.

Table Q 33 #8. Percent of Responses For Annual Income For Present Part-time Nursing Position In 5 Income Ranges By 2 Graduation-Response Intervals

	Annual Part-time Income Range									
	$ 100-999 Responses		$ 1,000-1,999 Responses		$ 2,000-2,999 Responses		$ 3,000-4,000 Responses		$ 4,000-5,000 Responses	
Grad-Resp. Interval	N	%	N	%	N	%	N	%	N	%
3-18 Years N=48	5	10.4	7	14.6	12	25.0	8	16.7	16	33.3
2 Years N=19	1	5.3	1	5.3	2	10.5	5	26.3	10	52.6

The estimated mean annual income for part-time nursing employment for the 3-18 year group was $2,970 and for the 2 year group the estimated mean annual income for part-time nursing employment was $3,658.

The responses submitted by persons in the Two Year-Seven Year Sample to these questions concerning annual income for present part-time employment in nursing were compiled in number and percent of responses, using 5 categories of income ranges. These findings are presented in Table Q 33 #9.

Table Q 33 #9. Percent of Responses for Annual Income for Present Part-time Position in Nursing For Two Year-Seven Year Sample

Annual Part-time Income Range	Q One Responses N	Q One Responses %	Q Two Responses N	Q Two Responses %
$ 100 - $ 999	0	0	2	20
1,000 - 1,999	1	25	1	10
2,000 - 2,999	1	25	3	30
3,000 - 4,000	1	25	1	10
4,000 - 5,000	1	25	3	30
Total	4	100	10	100

A comparison was made of the responses to Question 33 Q One recorded by generic program respondents and registered nurse program respondents. Of the total of 42 responses only 4 were recorded by registered nurse respondents. These 4 were distributed as follows:

1, or 25%, in the $2,000 to $2,499 range
3, or 75%, in the $4,000 to $5,000 range

The modification that this small number would make in the data already considered for the total population did not justify additional tabulation.

A comparison was made of the responses to Question 13 Q Two recorded by generic program respondents and registered nurse program respondents. Of the total of 25 responses, 4 were recorded by registered nurse program respondents; since this number constituted 16% of the total, the comparison is presented in Table Q 33 #10.

Table Q 33 #10. Annual Income For Present Part-time Employment in Nursing By Respondents' UTCN Program, Q Two

Income Range For Present Part-time Employment	Total Population Responses N	Total Population Responses %	Generic Program Responses N	Generic Program Responses %	Registered Nurse Program Responses N	Registered Nurse Program Responses %
$ 100 - $ 999	2	8.0	2	9.5	0	0.0
1,000 - 1,999	2	8.0	2	9.5	0	0.0
2,000 - 2,999	6	24.0	4	19.0	2	50.0
3,000 - 4,000	3	12.0	1	4.8	2	50.0
4,000 - 5,000	12	48.0	12	57.1	0	0.0
Total	25	100.0	21	99.9	4	100.0

The Vanderbilt[1] Study did not collect data regarding part-time income. The NLN[2] Study included data on part-time income but the income categories in the NLN Study ranged upward from a minimum of $500 per month, while the categories in the UTCN Study ranged downward from a maximum of $416 per month. Therefore, no comparison was possible except to record that 100% of the 38 responses from generic program respondents in the UTCN Study were for income less than $500 per month for part-time employment in nursing and only 59.1% of 200 baccalaureate graduate responses in the NLN Study fell into this minimum category.

Since there was no information available on the actual number of hours worked as part-time in the UTCN Study, it was not possible to compare part-time with full-time incomes.

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[1] Donaldson, M.L.

[2] Knopf, L. RN's One and Five Years After Graduation. Table #25 p 28

Question 34: "How does further education enter into your present job? (Circle one)."

There were 352 usable responses distributed among the three options, as presented in Table Q 34 #1.

Table Q 34 #1. Percent of Responses For Further Education as Required Or Encouraged For Present Job

Further Education and Present Job	Responses N	%
Required By Terms of Employment	44	12.5
Encouraged By Employer	192	54.5
Not A Factor	116	33.0
Total	352	100.0

Responses to a similar question in the Vanderbilt Study[1] resulted in 397 responses distributed, as follows:

7% for further education as a requirement for present position
40% for further education encouraged by employer
53% for "not a factor."

The NLN Study contained no data on the relationship between present position and further education.

A comparison was made of the percent of responses recorded for each of the 3 options by 2 graduation-response interval groups. This comparison is presented in Table Q 34 #2.

Table Q 34 #2. Percent of Responses For Further Education and Present Job By 2 Graduation-Response Intervals

	Further Education and Present Job					
	Required By Terms Of Employment		Encouraged By Employer		Not A Factor	
Graduation-Response Interval	Responses N	%	Responses N	%	Responses N	%
3-13 Years 1954-1964 N=178	17	14.4	68	57.6	33	28.0
2 Years 1965-1974 N=234	27	11.5	124	53.0	83	35.5

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[1] Donaldson, M.L., p 43

The findings in Table Q 34 #2 indicated that the relationship between the present job and further education was changed only slightly by the increasing number of years since graduation. It was considered as a factor, it was encouraged and it was required, to a slightly greater degree, in each case, in the positions held by respondents 3-13 years out of school compared with those held by respondents 2 years out of school.

Question 15 Q Two repeated Question 34 Q One. There were 169 usable responses distributed among the three options as presented in Table Q 34 #3.

Table Q 34 #3. Percent of Responses For Further Education As Required Or Encouraged in Present Job, Q Two

Further Education and Present Job	Responses N	Responses %
Required By Terms of Employment	26	15.4
Encouraged By the Employer	79	46.7
Not a Factor	64	37.9
Total	169	100.0

A comparison was made in which the responses to both questionnaires were arranged in 2 groups on the basis of the number of years that had elapsed between graduation and responses to the questionnaires. These findings are presented in Table Q 34 #4.

Table Q 34 #4. Percent of Responses For Options Related to Further Education and Present Job By Two Graduation-Response Intervals, Q One and Q Two

		Further Education and Present Job					
		Required By Terms of Employment		Encouraged By Employer		Not A Factor	
		Responses		Responses		Responses	
Graduation-Response Interval		N	%	N	%	N	%
3-18 Years	N=287	43	15.0	147	51.2	97	33.8
2 Years	N=234	27	11.5	124	53.0	83	35.5

The findings in Table Q 34 #4 served to confirm one finding in Table Q 34 #2, namely, that further education was required in terms of employment to a greater extent among respondents reporting, after the longer period out of school, about their present job.

The responses submitted by the persons in the Two Year-Seven Year Sample to this question dealing with how further education relates to present job were compiled in number and percent of responses. These findings are presented in Table Q 34 #5.

Table Q 34 #5. Percent of Responses For Further Education as Required Or Encouraged For Present Job By Two Year-Seven Year Sample

	Q One Two Year Sample		Q Two Seven Year Sample	
	Responses		Responses	
Further Education and Present Job	N	%	N	%
Required By Terms of Employment	8	9.6	12	18.2
Encouraged By Employer	49	59.0	29	43.9
Not a Factor	26	31.3	25	37.9
Total	83	99.9	66	100.0

When findings in Tables Q 34 #2, #4 and #5 were compared, the following observations were made concerning the responses of this Sample which consists of relatively recent graduates:

there was a marked increase in the population of Sample respondents reporting that further education was required in the terms of employment in present jobs held 7 years after graduation, compared to those held 2 years after graduation, and this proportion was greater than it was among respondents replying at both 3-13 and 3-18 years after graduation;

a higher proportion of Sample respondents reported that further education was not a factor in the terms of employment for jobs held 7 years after graduation than was reported for any of the other graduation-response interval groups;

a lower proportion of the Sample respondents reported that further education was encouraged but not required in the terms of employment for jobs held 7 years after graduation than was reported for any of the other graduation-response interval groups.

These observations were interpreted to mean that in recent years, if further education was considered as one of the terms of employment in the types of employment reported on by UTCN graduates, it was increasingly becoming a requirement. The practice of encouraging but not requiring further education was on the decline. It appeared that the increasing feeling toward "required additional education" was highest between 2 and 7 years after graduation. It could be hypothesized that a nurse in that experience range is faced with the issue, at about 4 years post-graduation (see discussion of Question 12 Q One and Question 5 Q Two), of leaving the field or needing to secure additional education in order to proceed toward career goals.

A comparison was made of the responses to Question 34 Q One recorded by generic and registered nurse program respondents. The findings of this comparison are presented in Table Q 34 #6.

Table Q 34 #6. Percent of Responses For Further Education As Required Or Encouraged By Employer, By Respondents' UTCN Program, Q One

	Total Population		Generic Program		Registered Nurse Program	
Further Education And Present Job	Responses N	%	Responses N	%	Responses N	%
Required By Terms of Employment	44	12.5	35	11.8	9	16.1
Encouraged By Employer	192	54.5	156	52.7	36	64.3
Not A Factor	116	33.0	105	35.5	11	19.6
Total	352	100.0	296	100.0	56	100.0

A comparison was made of the responses to Question 15 Q Two recorded by generic and registered nurse program respondents. These finding are presented in Table Q 34 #7.

Table Q 34 #7. Percent of Responses For Further Education as Required Or Encouraged For Present Employment By Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
Further Education And Present Job	Responses N	%	Responses N	%	Responses N	%
Required By Terms Of Employment	26	15.4	23	16.3	3	10.7
Encouraged By Employer	79	46.7	61	43.3	18	64.3
Not A Factor	64	37.9	57	40.4	7	25.0
Total	169	100.0	141	100.0	28	100.0

A comparison of the findings in Tables Q 34 #6 and #7 brought out the fact that the decrease in the proportion of responses by generic program respondents for the "encouraged by employer" option over the 5 year interval between responses, was split almost equally between the 2 remaining options. The decrease in the proportion of responses by the registered nurse program respondents, however, did not change the proportion for the "encouraged by employer" option. It was absorbed entirely by an increase in the proportion of responses for the "not a factor" option over the 5 year interval. It was safe to suggest that this situation was in keeping with previous findings that a higher proportion of registered nurse program respondents had secured advanced education by the time that they were 7 years out of school than was the case with generic program respondents.

Question 35 asked respondents who had indicated that further education was required in terms of their employment in present positions to identify the 2 most important types of further education from among eight options. However, they were not asked to rank them as first or second in importance. The graduates who responded did not all identify 2 options, some identified only one.

There was a total of 64 responses made by 44 respondents who indicated in Question 34 that further education was required in the terms of present employment. These 64 responses are presented in descending order of frequency in Table Q 35 #1.

Table Q 35 #1. Percent of Responses For Type of Required Additional Education

Type of Required Additional Education	Responses N	%
In-service Programs	22	34.4
Graduate Education On the Master's Level	15	23.4
Short Term Courses or Institutes	15	23.4
Other	5	7.8
Additional Education In Professional Nursing	4	6.3
Graduate Education On The Doctoral Level	3	4.7
Additional Education In Biological Sciences	0	0.0
Additional Education In Social Sciences	0	0.0
Total	64	100.0

Respondents who identified "short term courses or institutes" as one type of required additional education were asked to specify the content of this type of education. 6 of the 15 responses to this option were not specific; there were 10 areas of content written in by the remaining 9 respondents.

2 respondents named hospital management; 1 named each of coronary care nursing, disaster nursing, intensive care nursing, problems of nursing in a research center, unit management concepts, head nurse workshop, medical-surgical-psychiatric nursing, nursing for emotionally disturbed children, health related subjects, i.e., psychology and science; 2 of these respondents specified each of 2 areas of content.

Respondents who marked the "other" option were asked to specify the type of additional education that was required in the terms of their employment and the 5 persons who marked the "other" option specified the following:

religious education
industrial education
nurse midwifery
pediatric nurse associate certification
6 hours in job-related study within 5 years

In the following discussion of these findings the 2 types of additional education for which no responses were recorded, namely, additional education in biological sciences and in social sciences, were omitted from consideration.

In the Vanderbilt Study[1] some but not all of the options in the UTCN Study were offered. In-service programs as an option was not included. The findings in the Vanderbilt Study were stated, as follows: responses were equally divided between master's level education and short-term courses.

In the NLN Study no information was sought that referred specifically to additional education required by the terms of employment.

A comparison was made between the number and percent of responses based on 2 graduation-response intervals. These findings are presented in Table Q 35 #2.

Table Q 35 #2. Percent of Responses For Type of Required Education By 2 Graduation-Response Intervals

	Type of Required Additional Education											
	In-service Programs		Short Course or Institute		Profes-sional Nursing		Graduate Study Master's		Graduate Study Doctoral		Other	
Grad-Resp. Interval	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%
3-13 Years N=28	6	21.4	8	28.6	2	7.1	6	21.4	3	10.7	3	10.7
2 Years N=36	16	44.4	7	19.4	2	5.5	9	25.0	0	0.0	2	5.5

It was evident from Table Q 35 #2 that

the length of the graduation-response interval had little influence (less than a 3 percentage point difference) in the proportion of responses to the option "additional education in professional nursing" between the 2 groups;

the 2 year graduation-response interval worked in favor of in-service programs and graduate education on the master's level, whereas, the longer graduation-response interval worked in favor of short term courses and institutes, graduate education on the doctoral level and the "other" option.

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[1] Donaldson, M.L., p 43

Question 16 Q Two asked for the same information about types of additional education that were required in terms of employment for the present position. There were a total of 30 responses made by 26 graduates who had indicated in Question 15 that further education was required in the present position. These 30 responses are presented in descending order of frequency in Table Q 35 #3.

Table Q 35 #3. Percent of Responses For Type of Required Additional Education, Q Two

Type of Required Additional Education	Responses N	%
In-service Programs	15	50.0
Graduate Education on the Master's Level	6	20.0
Other	4	13.3
Additional Education In Professional Nursing	3	10.0
Short Term Courses and Institutes	1	3.3
Graduate Education On the Doctoral Level	1	3.3
Additional Education In Biological Sciences	0	0.0
Additional Education In Social Sciences	0	0.0
Total	30	99.9

The one respondent who marked "short term courses and institutes" did not specify the content of such courses.

The 4 respondents who marked the "other" option specified the following types of additional education:

education for counseling
vocational education for certification to teach
6 hours in any subject for permanent certification
as a school nurse
workshops in heart, cancer, tuberculosis, chest diseases

The 2 types of additional education for which no responses were recorded were omitted from further consideration.

A comparison was made between the percent of responses for each of the options recorded for Question 35 Q One and Question 16 Q Two. These findings are presented in Table Q 35 #4.

Table Q 35 #4. Percent of Responses For Type of Required Additional Education By Q One and Q Two

Type of Further Education Required By Terms of Employment In Present Job	Percent of Responses Q One N=64	Q Two N=30
In-service Programs	34.4	50.0
Short Term Courses and Institutes	23.4	3.3
Additional Education In Professional Nursing	6.3	10.0
Graduate Education On The Master's Level	23.4	20.0
Graduate Education On The Doctoral Level	4.7	3.3
Other	7.8	13.3
	100.0	99.9

The comparison in Table Q 35 #4 provided evidence that, over a 5 year period, a greater proportion of respondents indicated that their further educational plan was centered on in-service training. This was at the expense of short term courses and institutes.

A second finding worthy of note was the relatively constant 20-25% response rate for graduate education on the master's level as a requirement in present employment. This finding was consistent regardless of the graduation-response interval and the sampling times. This finding was substantiated by the fact that a similar proportion of respondents to Q 23 Part 3 Q One indicated that their present employment was in positions in nursing education which, it is reasonable to assume, would require post-baccalaureate preparation in the terms of employment.

The writers suggest that, assuming a similar future demand for nursing education faculty as had been the case in the past 2 decades, at least one out of four baccalaureate graduates in nursing will seek preparation at the master's level.

A comparison was made in which the responses to both questionnaires were arranged in 2 groups on the basis of the number of years that had elapsed between graduation and responses to the questionnaires. These findings are presented in Table Q 35 #5.

Table Q 35 #5. Percent of Responses For Type of Required Education In Present Job By Two Graduation-Response Intervals, Q One and Q Two

	Type of Required Additional Education											
	In-service Programs		Short Course or Institute		Professional Nursing		Graduate Study Master's		Graduate Study Doctoral		Other	
Grad-Resp. Interval	Responses N	Responses %	Responses N	Responses %	Responses N	Responses %	Responses N	Responses %	Responses N	Responses %	Responses N	Responses %
3-18 Years N=58	21	36.2	9	15.5	5	8.6	12	20.7	4	6.9	7	12.1
2 Years N=36	16	44.4	7	19.4	2	5.5	9	25.0	0	0.0	2	5.5

The findings in Table Q 35 #5 are similar to those in Table Q 35 #2 with one exception. Whereas, the 3-13 graduation-response interval (Table Q 35 #2) worked in favor of the proportion of responses for short courses and institutes, the 3-18 year graduation-response interval (Table Q 35 #5) worked against it.

The responses submitted by the persons in the Two Year-Seven Year Sample who had indicated in Question 34 Q One and Question 35 Q Two, that additional education was a requirement in the terms of employment for present jobs, were compiled by number and percent of responses. The findings are presented in Table Q 35 #6.

Table Q 35 #6. Percent of Responses For Type of Required Additional Education By Two Year-Seven Year Sample

Type of Required Additional Education	Q One Responses N	Q One Responses %	Q Two Responses N	Q Two Responses %
In-service Programs	6	50.0	5	38.5
Short Courses or Institutes	4	33.3	0	0.0
Additional Education In Professional Nursing	0	0.0	2	15.4
Graduate Study On Master's Level	2	16.6	4	30.8
Other	0	0.0	2	15.4
Total	12	99.9	13	100.1

The findings in Table Q 35 #6 do not correspond to the findings for the larger group of respondents who answered both Q One and Q Two. The small N for this Sample, however, precludes further analyses of these data.

A comparison was made of the responses to Question 35 Q One recorded by generic and registered nurse program respondents. The findings of this comparison are presented in Table Q 35 #7.

Table Q 35 #7. Percent of Responses For Type of Required Additional Education By Respondents' UTCN Program, Q One

Type of Required Additional Education	Total Population Responses N	Total Population Responses %	Generic Program Responses N	Generic Program Responses %	Registered Nurse Program Responses N	Registered Nurse Program Responses %
In-service Programs	22	34.4	19	35.2	3	30.0
Short Courses and Institutes	15	23.4	14	25.9	1	10.0
Additional Education In Professional Nursing	4	6.3	4	7.4	0	0.0
Graduate Education Master's Level	15	23.4	11	20.4	4	40.0
Graduate Education Doctoral Level	3	4.7	2	3.7	1	10.0
Other	5	7.8	4	7.4	1	10.0
Total	64	100.0	54	100.0	10	100.0

A comparison was made of responses to Question 16 Q Two recorded by generic and registered nurse program respondents. These findings are presented in Table Q 35 #8.

Table Q 35 #8. Percent of Responses For Type of Required Additional Education By Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
Type of Required Additional Education	Responses N	%	Responses N	%	Responses N	%
In-service Program	14	46.7	12	44.4	2	66.7
Short Courses and Institutes	1	3.3	1	3.7	0	0.0
Additional Education In Professional Nursing	3	10.0	3	11.1	0	0.0
Graduate Study Master's Level	6	20.0	6	22.2	0	0.0
Graduate Study Doctoral Level	1	3.3	0	0.0	1	33.3
Other	5	16.7	5	18.5	0	0.0
Total	30	100.0	27	99.9	3	100.0

From the findings in Tables Q 35 #7 and #8 it was determined that

for respondents in both program groups, the requirement for further education shifted from short courses and institutes toward in-service programs with the increasing graduation-response interval;

the requirement for graduate study at the master's level among respondents in the generic program group was at the 20-25% rate that was previously noted;

the requirement for graduate study at the master's level among respondents in the registered nurse program group (admittedly a small N reporting) was further evidence of the fact that this group had a higher rate than the generic program group for graduate education at the master's level. See Q 10 Table #5.

Question 36 asked respondents who had indicated that additional education was encouraged by their present employers, though not required in the terms of employment, to identify the 2 most important types of further education for which they received encouragement; they were not asked to rank them, however, as first or second in importance. The graduates who responded did not all identify 2 of the options.

There was a total of 331 responses made by 192 respondents who had indicated in Question 34 that further education was encouraged but not required in terms of employment. These 331 responses are presented in descending order of frequency in Table Q 36 #1.

Table Q 36 #1. Percent of Responses For Types of Additional Education Encouraged by Present Employer

Type of Additional Education Encouraged By Present Employer	Responses N	%
In-service Programs	118	35.6
Short Courses or Institutes	83	25.1
Graduate Education on the Master's Level	64	19.3
Additional Education In Professional Nursing	38	11.5
Graduate Education on the Doctoral Level	17	5.1
Other	10	3.0
Additional Education in Social Sciences	1	0.3
Additional Education in Biological Sciences	0	0.0
Total	331	99.9

Respondents who identified short term courses or institutes as one type of additional education that was encouraged by the employer, were asked to specify the content that was recommended. 25 of the 83 responses for this option were not accompanied by any specification of content.

The areas of content identified by the remaining respondents, with the number identifying each one, are, as follows:

8 identified cardiac nursing
4 identified medical-surgical nursing, one specifying "in diploma programs one "in associate degree programs," and one "in collegiate programs"
4 identified recovery room and intensive care nursing
4 identified curriculum and instruction in associate degree programs
3 identified managerial techniques
3 identified public health nursing
3 identified maternal and child health nursing
2 identified methods of instruction in clinical nursing
2 identified administration in nursing services
2 identified courses in leadership
2 identified courses in neonatal nursing
2 identified courses in infection control surveillance

1 identified each of the following;

theory and practice of nursing
curriculum and education courses for collegiate programs
evaluation of student performance
interpersonal relationships
operation of laboratory and x-ray facilities
  in physician's office
obstetrical and gynecologic nursing
geriatric nursing
disaster nursing
respiratory disease nursing
trauma nursing
dialysis nursing
pediatric nursing
epidemiology, toxicology
computer assisted nursing
methods in in-service education
course for the family and adult nurse practitioner
course in quality control
course on death and dying

Respondents who marked the "other" option were asked to specify the types of additional education that they were encouraged but not required to pursue. Only 5 of the 10 who marked this option specified a particular area of study, as follows

administration in nursing service
undergraduate course in a non-nursing major
courses in education
completion of master's thesis
courses for personal and professional growth

A comparison was made between the number and percent of responses based on the length of time that had elapsed between graduation and the time when Q One was answered. The group of respondents having from 3-13 years of elapsed time was compared with the group having 2 years of elapsed time. These findings are presented in Table Q 36 #2. Due to 0 and 1 response for 2 options (additional study in biological sciences and in social sciences), these 2 options will not be included in the consideration that follows, reducing the total number of responses to 330.

Table Q 36 #2. Percent of Responses For Type of Additional Education That Respondents Were Encouraged To Pursue, By 2 Graduation-Response Intervals

	In-service PPrograms		Short Course Or Institute		Professional Nursing		Graduate Study Master's		Graduate Study Doctoral		Other	
Grad-Resp. Interval	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%
3-13 Years N=120	35	29.2	27	22.5	14	11.7	30	25.0	9	7.5	5	4.2
2 Years N=210	83	39.5	56	26.7	24	11.4	34	16.2	8	3.8	5	2.4

It was evident from Table Q 36 #2 that the length of the graduation response interval had little influence (less than a 3 percentage point difference) in the proportion of responses to the options, "additional education in professional nursing" and "other." The 2 year graduation-response interval worked in favor of in-service programs and short courses and institutes, whereas, the longer graduation-response interval worked in favor of graduate study at the master's and the doctoral levels.

A comparison was made between responses recorded to Question 36 Q One by generic and registered nurse program respondents. These findings are presented in Table Q 36 #3.

Table Q 36 #3. Percent of Responses For Type of Additional Education Encouraged By Employer, By Respondents' UTCN Program

Type of Additional Education Respondents Encouraged to Pursue	Total Population Responses N	Total Population Responses %	Generic Program Responses N	Generic Program Responses %	Registered Nurse Program Responses N	Registered Nurse Program Responses %
In-service Programs	118	35.8	98	36.6	20	32.3
Short Courses and Institutes	83	25.2	66	24.6	17	27.4
Additional Education In Professional Nursing	38	11.5	31	11.6	7	11.3
Graduate Education Master's Level	64	19.4	51	19.0	13	21.0
Graduate Education Doctoral Level	17	5.2	14	5.2	3	4.8
Other	10	3.0	8	3.0	2	3.2
Total	330	100.1	268	100.0	62	100.0

The findings in Table Q 36 #3 indicated no significant differences in the type of education that the respondents in the 2 program groups were encouraged to pursue in relation to their present jobs.

A comparison was made to determine the extent, if any, to which "requiring" was favored over "encouraging" each type of additional education as related to present positions. The data for this comparison are drawn from Table Q 35 #2 and Table Q 36 #2. The findings of this comparison are presented in Table Q 36 #4.

Table Q 36 #4. Percent of Responses Recorded For Type of Additional Education as Required or Encouraged At 2 Years and 3-13 years After Graduation

		Type of Additional Education					
		In-Service Programs Responses %	Short Course or Institute Responses %	Profes-sional Nursing Responses %	Graduate Study Master's Responses %	Graduate Study Doctoral Responses %	Other Responses %
Required By Terms of Employment 3-13 Years After Graduation	N=28	21.4	28.6	7.1	21.4	10.7	10.7
Encouraged By Employer 3-13 Years After Graduation	N=120	29.2	22.5	11.7	25.0	7.5	4.2
Required By Terms of Employment 2 Years After Graduation	N=36	44.4	19.4	5.5	25.0	0.0	5.5
Encouraged By Employer 2 Years After Graduation	N=210	39.5	26.7	11.4	16.2	3.8	2.7

The findings of this comparison indicated that

at 2 years after graduation respondents were in positions in which the types of additional education that were required to a greater extent than they were merely encouraged, were (a) in-service programs and (b) graduate study at the master's level. The reverse was true for 3 of the remaining types of additional education;

at 3-13 years after graduation respondents were in positions in which the types of additional education that were required, rather than being merely encouraged, were (a) short term courses or institutes, (b) graduate study at the doctoral level and (c) "other" types of additional study. The reverse was true for the 3 remaining types of additional education;

since encouragement to secure additional education at the doctoral level presupposes graduate study at the master's level, it was evident that for respondents answering Q One 2 years after graduation, a total of 20% of the responses indicated encouragement toward the master's degree as the minimum. This was further evidence that the rate of responses for graduate study at the master's level was consistently from 20-25%, regardless of the graduation-response interval or the requirement versus encouragement factor.

Assuming that one-third of the encouraged respondents actually would go on to earn the master's degree and taking into account the percent of respondents who answered in both the required and the encouraged categories, the writers estimated that approximately 10% of baccalaureate graduates in nursing do qualify for the master's degree.

For an estimate of the distributuon of these master's degree holders among various types of positions in nursing, see Chapter 7, Continuous Nursing Careers.

Chapter 5

NON-EMPLOYMENT

The third subject addressed in this study was non-employment in nursing among UTCN graduates.

TIME SINCE LAST NURSING EMPLOYMENT

Question 37: "How long has it been since you were last employed in any manner in nursing? Circle one."

There were 163 usable responses and they are presented in Table Q 37 #1.

Table Q 37 #1. Percent of Responses For 7 Periods of Time Since Last Employed in Nursing

Period of Time Since Last Employed In Any Manner In Nursing	Responses N	%
Less than Six Months	34	20.9
Less Than One Year	25	15.3
One To Three Years	26	16.0
Three To Five Years	36	22.1
Five To Ten Years	33	20.2
Ten To Twenty Years	2	1.2
Since Graduation	7	4.3
Total	*163	100.0

*There were 144 respondents who stated in Question 28 that they were not employed at the time they answered Q One. However, there were only 515 responses to Question 28; the 18 responses missing from the total of 533 respondents can be considered to represent the persons who did not answer Question 28 at all since it concerned present employment. These 18 persons did identify the fact that they were not employed by answering Question 37.

The Vanderbilt Study did not include data concerning the period of time since respondents were last employed. However, a comparison of the actual/potential time spent in employment in nursing by generic and registered respondents in the 2 studies provided information on the percent of respondents who had never nursed since graduation in Table Q 12 #10 in the present study. The figure was 3% for the Vanderbilt respondents for each group and 1% and 2% for the UTCN generic program and registered nurse program respondents, respectively. It will be noted in Table Q 12 #10 that, for the UTCN Study, the N for registered nurse program respondents is 74 compared to 458 for the generic program respondents.

On the fourth questionnaire of the NLN Study, answered 5 years after graduation, Question 17 provided a place for respondents to indicate that they had never been employed as registered nurses. However, responses to this option were not reported separately but were included in a category with the "no response" count. It is not posiible, therefore, to compare UTCN and NLN findings on this subject.

[1] Donaldson, M.L., p 29; [2] Knopf, L., p 103

The 7 responses (Table Q 37 #1) identifying the fact that the respondents had not been employed in any manner in nursing since graduation were removed from further consideration of these responses, reducing the total to be considered. 4 groups were established on the basis of the number of years that had elapsed since graduation. These groups were:

Group I. Respondents from Classes that graduated in 1954 to 1956, inclusive, for whom all options 1 through 6 were applicable. There were 42 respondents in Group I (11-13 years since graduation).

Group II. Respondents from Classes that graduated in 1957 through 1961, inclusive, for whom options 1 through 5 were applicable. There were 58 respondents in Group II (6-10 years since graduation).

Group III. Respondents from Classes that graduated in 1962 and 1963 for whom options 1 through 4 were applicable. There were 12 respondents in Group III (4 and 5 years since graduation).

Group IV. Respondents from Classes that graduated in 1964 to 1974, inclusive, for whom only options 1, 2 and 3 were applicable. There were 44 respondents in Group IV (2 and 3 years since graduation).

The findings by Groups I-IV are presented in Table Q 37 #2.

Table Q 37 #2. Percent of Responses for Period Since Last Employment in Nursing, By 4 Groups Based On Graduation-Response Intervals

Years Since Last Employment In Nursing	Group I Responses N	Group I Responses %	Group II Responses N	Group II Responses %	Group III Responses N	Group III Responses %	Group IV Responses N	Group IV Responses %
11-20	2	4.8	X	X	X	X	X	X
6-10	17	40.4	16	27.6	X	X	X	X
4- 5	14	33.3	19	32.8	3	25.0	X	X
1- 3	5	11.9	12	20.7	2	16.7	7	15.9
Less than 1	1	2.4	7	12.1	3	25.0	14	31.8
Less than 6 Months	3	7.1	4	6.9	4	33.3	23	52.3
Total	42	99.9	58	100.1	12	100.0	44	100.0

A comparison was made of the responses to Question 37 Q One by generic and registered nurse program respondents. The findings are presented in Table Q 37 #3.

Table 37 #3. Number and Percent of Responses For 7 Periods Since Last Employment in Nursing, By Respondents' UTCN Program

Period of Time Since Last Employed In Nursing	Total Population Responses N	Total Population Responses %	Generic Program Responses N	Generic Program Responses %	Registered Nurse Program Responses N	Registered Nurse Program Responses %
Less Than 6 Months	34	20.9	29	19.6	5	33.3
Less Than 1 Year	25	15.3	24	16.2	1	6.7
1 to 3 Years	26	16.0	22	14.9	4	26.7
3 to 5 Years	36	22.1	34	23.0	2	13.3
5 to 10 Years	33	20.2	31	20.9	2	13.3
10 to 20 Years	2	1.2	2	1.4	0	0.0
Since Graduation	7	4.3	6	4.1	1	6.7
Total	163	100.0	148	100.1	15	100.0

These responses to Question 37 were considered to determine the percent of the actual time available that constituted the interval since last being employed in nursing. Using the potential/actual time formula, the findings presented in Table Q 37 #4 were assembled.

Table Q 37 #4. Percent of Potential Time Since Graduation Elapsed Since Last Employment in Nursing, By Class*

Class	Grad-Resp. Interval	Respondents N	Potential Years	Years Since Last Nursing Employment	Percent of Potential Years Since Last Employed
1954	13	15	172.5	80.0	46.4
1955	12	8	92.0	34.5	37.0
1956	11	19	218.5	95.0	43.5
1957	10	13	149.5	63.0	42.1
1958	9	14	126.0	52.0	41.3
1959	8	9	72.0	40.0	55.6
1960	7	12	84.0	47.5	56.5
1961	6	10	60.0	26.5	44.2
1962	5	8	40.0	17.0	42.5
1963	4	4	16.0	5.0	31.3
1964	3	4	12.0	4.5	37.5
1965	2	2	4.0	1.5	37.5
1966	↑	3	6	4.5	75.0
1967		No Responses			
1968		7	14.0	7.5	53.6
1969		3	6.0	2.0	33.3
1970		6	12.0	6.5	54.2
1971		7	14.0	7.5	53.6
1972		4	8.0	3.5	43.7
1973	↓	4	8.0	2.5	31.3
1974	2	4	8.0	2.5	31.3

*A mean of the number of years in each option was arbitrarily set as follows:

Option	Time in Years
less than 6 months	.25
less than 1 year	.5
1 to 3 years	2.0
3 to 5 years	4.0
5 to 10 years	7.5
10 to 20 years	11.5

The mid-point for the category of 10 to 20 years would appear to be 15. However, as the maximum years available for any respondent was 13 years, the mid-point becomes half-way between 10 and 13 years, thus, 11.5 years.

These findings were interpreted to mean that

> *the period of time elapsed since the respondent was last employed in nursing constituted the smallest proportion of the potential time for those respondents who were 3, 4 and 5 years out of school; this finding was consistent with the previous finding that the rate of employment decreases only gradually during the first 2 years out of school but it decreases sharply between 3 and 5 years out of school; respondents who reported not being employed in nursing in this 3 to 5 year interval had then, in all likelihood, been employed for the first 2 years out of school;*
>
> *although the number of respondents who were not employed in nursing at the end of 2 years out of school is small, they had, on the average, not been employed in nursing for almost one out of the 2 years;*
>
> *excluding responses for the Class of 1966, the respondents answering 7 and 8 years after graduation reported the highest proportion of potential time as having elapsed since they were last employed in nursing;*
>
> *respondents answering from 9 to 13 years after graduation had remained in the field of nursing employment proportionately more of their potential time than had the respondents answering 7 and 8 years after graduation and almost the same proportion of their potential time as had the respondents who answered 2 years after graduation.*

These data cannot, however, be interpreted to indicate a turning point during the period since graduation when respondents returned to employment in nursing after a period of not being employed.

Question 38. "If you circled item 7 in Question 37, please indicate the main reason you have not been employed in nursing since graduation."

The 7 responses are presented in Table Q 38 #1.

Table Q 38 #1. Percent of Responses For Reasons For Not Being Employed In Nursing Since Graduation

	Responses	
Reason	N	%
Home Responsibilities	3	42.6
Did Not Like Nursing	1	14.3
Could Not Find Appropriate Nursing Employment	1	14.3
Other	2	28.6
Total	7	99.8

Respondents who marked the "other" option specified the following reasons for not being employed since graduation:

> lack of communication between administration and service, furthering my education and teaching school

Distribution of these 7 respondents by Class was, as follows:

> One each was a member of the Classes of 1954, 1957, 1958, 1961, 1964, 1966 and 1968

One of these 7 was a registered nurse program respondent who graduated in 1957.

Question 38 was not repeated on Q Two, therefore, no additional data were available on this subject.

Question 39: "Please indicate main reason you did not follow a nursing career if you have ever been employed in non-nursing. (Circle One)"

There were 26 responses and they are presented in descending order of frequency in Table Q 39 #1.

Table 39 #1. Number and Percent of Responses for Reasons for Being Employed In Non-nursing

	Responses	
	N	%
Non-nursing Employment More Compatible With Home Responsibilities	11	42.3
Other	8	30.8
Could Not Find Appropriate Nursing Employment	3	11.5
Assisted in Family Business	2	7.7
Non-nursing employment More Financially Rewarding	1	3.8
Did Not Like Nursing	1	3.8
Non-nursing Employment More Emotionally Rewarding	0	0.0
Non-nursing Employment Less Physically Demanding	0	0.0
Total	26	99.9

The respondents who marked "other" specified the following reasons:

2 relocated following marriage and intended to return to nursing in the future

1 each specified the following:

was law office receptionist to help a personal friend for a time between nursing positions;

was challenged by the opportunity to apply newly acquired skills in a setting where education and research were considered equally as necessary as service;

worked for 6 months after graduation with a research program in epilepsy at a university hospital while waiting to write state board examinations in a state where licensure was mandatory;

did not like nursing and non-nursing employment was less physically demanding;

non-nursing was less physically demanding and more compatible with home responsibilities and personal fulfillment.

One respondent was a registered nurse program graduate and her response was recorded in "other."

Question 39 was not repeated in Q Two so no additional data were available on this subject.

The 26 respondents in the UTCN Study constituted only 4.9% of the total 533 respondents to Q One. However, the instructions for answering Question 37 limited the respondents to Questions 37 through 46 to those who were not employed in nursing at the time Q One was answered. This reduced the number of respondents to 163 and the percent of them who had ever been employed in non-nursing increases to 16%.

Findings in the Vanderbilt Study[1] concerning the percent of respondents who had ever been employed in non-nursing and their reasons for this were reported, as follows:

> "Twelve percent (N=86) of the respondents reported having held non-nursing jobs since graduation. Many and varied reasons were given which can best be described as personal in nature."

The NLN Study[2] report included this statement, "A very small proportion of respondents, 1.1% for baccalaureate sample (Table 8), five years after graduation had jobs which were not in nursing. However, only a few of these indicated they had lost interest in nursing; most were simply doing some other kind of work for a variety of personal reasons."

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[1] Donaldson, M.L., p 32
[2] Knopf, L., p 13

REASONS FOR NON-EMPLOYMENT IN NURSING

Question 40: "Many reasons are given for not being active in nursing. Please rank the following reasons in order of importance to you in your present situation. Place a "1" by the most important, a "2" by the second most important, etc. Please rank all that apply."

There were 445 responses by 155 respondents; no respondent assigned a rank beyond ninth to any option.

The number and percent of the responses for each reason are presented by ranks, first through ninth, in Table Q 40 #1.

Table Q 40 #1. Number and Percent of Responses For Reasons For Not Being Presently Active In Nursing, By 9 Ranks

Rank:	First		Second		Third		Fourth		Fifth		Sixth		Seventh		Eighth		Ninth		Total	
Reason For Not Being Active In Nursing	Responses		Responses		Responses		Responses		Responses		Responses		Responses		Responses		Responses		Response	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Personal Health	3	23.1	3	23.1	4	30.8	2	15.4	0	0.0	0	0.0	1	7.7	0	0.0	0	0.0	13	2.9
Illness In Immediate Family	0	0.0	1	25.0	0	0.0	2	50.0	0	0.0	0	0.0	0	0.0	1	25.0	0	0.0	4	0.9
Household Help or Child Care Not Readily Available	5	10.0	28	56.0	10	20.0	5	10.0	2	4.0	0	0.0	0	0.0	0	0.0	0	0.0	50	11.2
Felt I Must Be Home With My Family	101	80.15	18	14.3	2	1.6	4	3.2	1	0.8	0	0.0	0	0.0	0	0.0	0	0.0	126	28.3
Community Activities Fulfill My Needs and/or My Time	3	9.4	14	43.7	10	31.2	2	6.3	1	3.1	2	6.3	0	0.0	0	0.0	0	0.0	32	7.2
Financial Gain In Nursing Insufficient To Afford Adequate Help For Child Care	1	4.0	6	24.0	6	24.0	5	20.0	2	8.0	4	16.0	1	4.0	0	0.0	0	0.0	25	5.6
No Nursing Position Available To Practice Professional Nursing	4	23.5	3	17.6	3	17.6	1	5.9	2	11.8	1	5.9	0	0.0	1	5.9	2	11.8	17	3.8
Been "out too long" and Hesitate To Return	0	0.0	5	27.8	3	16.7	5	27.8	2	11.1	2	11.1	0	0.0	0	0.0	1	5.6	18	4.0
Financial Gain In Nursing Not Enough To Warrant My Return	2	4.3	7	15.2	15	32.6	10	21.7	6	13.0	2	4.3	3	6.5	1	2.2	0	0.0	46	10.3
Hourly Schedule In Nursing Not Suitable To Allow Me To Return	6	9.0	20	29.9	23	34.3	10	14.9	7	10.4	0	0.0	0	0.0	1	1.5	0	0.0	67	15.1
My Interests Have Changed	6	46.2	1	7.7	1	7.7	1	7.7	1	7.7	2	15.4	1	7.7	0	0.0	0	0.0	13	2.9
Other	24	70.6	8	23.5	1	2.9	1	2.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	34	7.6
Total	155		114		78		48		24		13		6		4		3		445	99.6

Respondents who assigned a rank to the "other" option were asked to specify their reasons. These reasons and the rank which they were assigned by 33 respondents were, as follows:

Reason	Respondents N	Rank
had moved to new city, state or country in past 6 months to one year	9	all first
husband discouraged employment	3	1 first 2 second
wanted to be with children while they were at home	2	first
second income was not necessary	2	first
second income not economical on basis of taxation	2	second
appropriate employment not available in Anchorage, Alaska or Bethel, Washington	2	1 first 1 second
pregnancy	2	first
was on year long vacation for fun	1	first
presence in home required during adoption probationary period	1	fourth
employment discouraged due to husband's status in embassy personnel, Mexico	1	second
husband in graduate school night classes	1	third
veteran husband in school	1	second
had entered convent	1	first
preferred employment in a setting where education and research were as important as service, counseling and psychology	1	first
qualified child care help was not available	1	second
wanted to have a large family	1	first
was studying for a non-nursing master's degree	1	first
was employed in the family business	1	first

The number and percent of responses, first through ninth choices, are recorded, by reasons, in Table A 20 Appendix A.

It appeared that ranks 1 through 5 were assigned by the majority of the 155 respondents, whereas, a small minority assigned ranks 6 through 9.

A comparison was made of the percent of responses recorded for each reason that was ranked first and the percent of the first place rankings that was recorded for each reason. This comparison is presented in Table Q 40 #2.

Table Q 40 #2. Comparison of Percent of All Responses For Each Reason Ranked First and Percent of First Place Rankings For Each Reason For Not Being Employed At Present In Nursing, Q One

Reason For Not Being Presently Active In Nursing	Percent of All Responses For Each Reason Ranked First	Percent of All First Place Rankings For Each Reason
Personal Health	23.1	1.9
Illness In Immediate Family	0.0	0.0
Household Help For Child Care Not Readily Available	10.0	3.2
Felt I must Be Home With My Family	80.2	65.2
Community Activities Fulfill My Needs and/or My Time	9.4	1.9
Financial Gain In Nursing Insufficient To Afford Adequate Help For Child Care	4.0	0.6
No Nursing Position Available That Allows Me To Practice Professional Nursing	23.5	2.6
Been "out too long" and Hesitate To Return to Nursing	0.0	0.0
Financial Gain In Nursing Not Enough To Warrant Return	4.3	1.3
Hourly Schedule Not Suitable To Allow Return to Nursing	9.0	3.9
Interests Have Changed - No Longer Interested In Nursing	46.2	3.9
Other	70.6	15.5

The findings in Table Q 40 #2 indicated that by far the most important reason for not being presently active in nursing was that the respondents felt that they must be at home with their families.

The Vanderbilt Study[1] makes reference to findings from an identical question in the following statement:

> "Those respondents not active in nursing were asked to identify reasons for non-activity. Seventy-three percent stated that their primary reason was a preference to be at home with the family."

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[1] Donaldson, M.L., p 35

A comparison was made of findings in the NLN Study[1] and the UTCN Study on the subject of reasons respondents gave for not being employed in nursing. The NLN Study data did not rank the responses in terms of importance and the reasons were not worded identically in the 2 studies. It was possible, however, to organize the first choice responses in the UTCN data for Q One and Q Two into the NLN Study categories to provide the comparison presented in Table Q 40 #3.

Table Q 40 #3. Percent of First Choices For Reasons For Non-employment In Nursing by NLN Study and UTCN Study, Q One and Q Two

	NLN Study Baccalaureate Respondents 5 Years After Graduation		UTCN Study Total Population Q One 2-13 Years After Graduation		UTCN Study Total Population *Q Two 7-18 Years After Graduation	
Reason For Non-Employment In Nursing	Responses N	%	Responses N	%	Responses N	%
Family/Personal Needs	485	84.8	120	77.4	56	78.9
Financially Unnecessary	13	2.3	4	2.6	1	1.4
Lost Interest in Nursing	6	1.0	6	3.9	1	1.4
Cannot Obtain Desired Position or Hours	32	5.6	12	7.7	7	9.9
Various Personal Reasons	36	6.3	13	8.4	6	8.5
Total	572	100.0	155	100.0	71	100.1

*See page 349 for modifications associated with Q Two

These findings indicated only minor differences between the two groups of respondents in their reasons for non-employment in nursing.

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[1] Knopf, L., Table 9 p 13

A comparison was made of the findings in the Tennessee Teachers Supply and Demand 1972-1973 Report (TTS & D) and the UTCN Study on this subject of reasons for non-employment.

Data for 3 comparable reasons in the TTS & D Report were compared with data from the UTCN findings in terms of first choices recorded for each reason on Q One. These findings are presented in Table Q 40 #4.

Table Q 40 #4. Percent of Responses by Nurses and Teachers For Reasons For Non-employment

	Tennessee Teachers Supply and Demand Report		UTCN Study Q One	
Reasons For Non-employment In Teaching and Nursing	Responses N	Responses %	Responses N	Responses %
Working Conditions and Salary	69	22.6	12	9.8
Family Obligations	229	75.1	107	87.7
Health	7	2.3	3	2.5
Total	305	100.0	122	100.0

These findings appeared to indicate that family obligations were more significant and working conditions less significant for nurses than they were for teachers when it came to reasons for not being employed in the profession for which each was prepared.

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[1] Bellott, F.K., Ayers, Jerry B., Peccolo, Charles M., Table 29 p 76

A common base for comparing responses to Question 40 was developed by assigning a value of from 1 to 9 points to the ranks of importance. First place in importance was assigned a value of 9 points, second place a value of 8 points and so on down to the ninth place which was given a value of 1 point.

The reasons for not being presently active in nursing are presented in Table Q 40 #5 in descending order of the points each received and the percent of the aggregate points.

Table Q 40 #5. Rating of Reasons For Not Being Active in Nursing By Point System

Reason For Not Being Presently Active In Nursing	Points N	%
Felt I Must Be Home With My Family	1096	32.9
Hourly Schedule Not Suitable To Allow Return	472	14.2
Household Help For Child Care Not Readily Available	369	11.1
Other	293	8.8
Financial Gain In Nursing Not Enough To Warrant Return	288	8.6
Community Activities Fulfill Needs and/or Fill Time	234	7.0
Financial Gain In Nursing Insufficient To Afford Household Help For Child Care	158	4.7
Been "out too long" - Hesitate To Return	110	3.3
No Nursing Position Available That Allows Me To Practice Professional Nursing	105	3.2
Personal Health	94	2.8
Interests Have Changed - No Longer Interested In Nursing	91	2.7
Illness in Immediate Family	22	0.7
Total	3332	100.0

75% of the aggregate points were attributable to the first 5 reasons listed in Table Q 40 #5. These 5 reasons were identified more frequently and rated higher in the matter of importance than the remaining 7 reasons.

Question 40 was repeated as Question 20 on Q Two in a modified form, i.e., respondents who were employed in nursing full-time when they answered Q One, but had become inactive or reduced their employment in the interim, were asked to rank their reasons for making the changes. 9 rather than 12 reasons were offered as options. Those deleted because of overlap or low response rate on Q One, were, personal health, been "out too long" hesitate to return, and financial gain in nursing not enough to warrant return.

In Table Q 40 #6 the number and percent of responses for each reason are presented by rankings, first through fifth in importance. There were no responses recorded for the sixth through eight choices.

Table Q 40 #6. Percent of Responses For Not Being Active Full-time in Nursing By 5 Ranks, Q Two

Reasons for Being Inactive or Having Reduced Employment in Nursing Since Answering Q One When Respondents Were Employed	Rankings											
	First		Second		Third		Fourth		Fifth		Total Responses	
	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%	N	%
Illness In Immediate Family	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	1	0.6
Household Help For Child Care Not Readily Available	1	5.0	13	65.0	5	25.0	1	5.0	0	0.0	20	12.1
Felt I Must Be Home With My Family	54	88.5	5	8.2	1	1.6	0	0.0	1	1.6	61	37.0
Community Activities Fulfill Needs and/or Fill Time	1	7.1	8	57.1	2	14.3	3	21.4	0	0.0	14	8.5
Financial Gain In Nursing Insufficient To Provide Adequate Child Care	1	6.6	5	33.3	7	46.7	1	6.6	1	6.6	15	9.1
No Nursing Position Available To Allow Me To Practice Professional Nursing	2	22.2	4	44.4	1	11.1	1	11.1	1	11.1	9	5.5
Hourly Schedule In Nursing Was Determining Fact in Decision	5	16.7	15	50.0	9	30.0	1	16.7	0	0.0	30	18.2
My Interests Have Changed-No Longer Interested in Nursing	1	25.0	3	75.0	0	0.0	0	0.0	0	0.0	4	2.4
Other	6	54.5	3	27.3	2	18.2	0	0.0	0	0.0	11	6.7
Total											165	100.1

Respondents who assigned a rank to the "other" option were asked to specify their reasons. The specified reasons for not being presently active in nursing and rank assigned by 11 respondents were, as follows:

Reason	N	Ranking
Was in full-time graduate study for master's degree	1	Third
Had reached retirement age	1	First
Found second income no longer required	1	First
Found second income no longer required and wished to be a housewife	1	Second
Was serving as full-time assistant to husband who was a minister	1	First
Planned to pursue degree in liberal arts	1	Third
Was living in another country which made practice of professional nursing difficult and impractical	1	Second
Had moved each year as requirement of husband's military career	1	First
Was full-time student in anesthesia	1	First
Only position available in obstetric nursing specialty was rendered undesirable because of an inadequately prepared supervisor	1	Second
Was pregnant	1	First

The number and percent of responses on Q Two, first choice through fifth, are recorded by reason in Table A 21 Appendix A.

A comparison was made of the percent of responses recorded for each reason that was ranked first and the percent of the first place rankings that was recorded for each reason. This comparison is presented in Table Q 40 #7.

Table Q 40 #7. Percent of Responses For Each Reason That Was Ranked First and Percent of First Place Rankings For Each Reason For Not Being Active In Nursing, Q Two

Reason For Becoming Inactive Or Reducing Employment Since Answering Q One	Percent of All Responses For Each Reason Ranked First	Percent of All First Choices Recorded For Each Reason
Illness In Immediate Family	0.0	0.0
Household Help For Child Care Not Readily Available	5.0	1.4
Felt I must Be Home With My Family	88.5	76.1
Community Activities Fulfill My Needs and/or Fill My Time	7.1	1.4
Financial Gain In Nursing Insufficient To Provide Adequate Help For Child Care	6.6	1.4
No Nursing Positions Available That Allow Me To Practice Professional Nursing	22.2	2.8
Hourly Schedule In Nursing Was Determining Factor in My Decision	16.7	7.0
My Interests Have Changed-No Longer Interested in Nursing	25.0	1.4
Other	54.6	8.5

Using the same point system that was used in the consideration of responses to Question 40 Q One, it was possible to arrange the reasons given in descending order of the number of points each received and the percent of the aggregate score. See Table Q 40 #5 for description of point system.

The value assigned to a response ranked first in importance was 5, for one ranked second in importance was 4 and so on to the fifth ranked response which was assigned a value of 1.

These findings are recorded in Table Q 40 #8.

Table Q 40 #8. Ranking of Reasons For Not Being Active In Nursing By Point System, Q Two

Reason For Becoming Inactive Or Reducing Employment Since Answering Q One	Points N	%
Felt I Must Be Home With My Family	294	43.3
Hourly Schedule Required In Nursing Practice Was Determining Factor In My Decision	114	16.8
Household Help For Child Care Not Readily Available	74	10.9
Community Activities Fulfill My Needs and/or Fill My Time	49	7.2
Financial Gain In Nursing Insufficient To Afford Adequate Help For Child Care	49	7.2
Other	48	7.1
No Nursing Position Available That Allows Me to Practice Professional Nursing	32	4.7
My Interests Have Changed-No Longer Interested In Nursing	17	2.5
Illness In Immediate Family	2	0.3
Total	679	100.0

The findings from responses to Question 40 Q One and Question 20 Q Two were best compared on the basis of the percent of the aggregate points calculated for each reason, with the qualification that the findings for the 9 reasons used on Q Two, only, were compared.

Excluding the data for 3 reasons, namely, personal health, financial gain in nursing not enough to warrant my return, and "been out too long" and hesitate to return, the percent of aggregate points for Question 40 was recalculated and the comparison presented in Table Q 40 #9.

Table Q 40 #9. Comparison of Reasons for Not Being Active in Nursing by Point System Q One and Q Two

	Percent of Aggregate Points	
Reason For Being Inactinve In Nursing	Q One	Q Two
Felt I Must Be Home With My Family	38.6	43.3
Hourly Schedule In Nursing Practice Not Suitable To Allow Return To Nursing or Was a Determining Factor In My Decision	16.6	16.8
Household Help For Child Care Not Readily Available	13.0	10.9
Other	10.4	7.1
Community Activities Fulfill My Needs and/or Fill My Time	8.2	7.2
Financial Gain In Nursing Insufficient to Afford Adequate Household Help for Child Care	5.6	7.2
No Nursing Position Available To Allow Me To Practice Professional Nursing	3.7	4.7
My Interests Have Changed-No Longer Interested In Nursing	3.2	2.5
Illness In Immediate Family	0.8	0.3
Total	100.0	100.0

Using the point system as the basis, a comparison was made between the responses recorded by the generic and registered nurse program respondents to Question 40 Q One. This comparison is presented in Table Q 40 #10.

Table Q 40 #10. Percent of Points For Each Reason For Not Being Employed In Nursing By Respondents' UTCN Program, Q One

Reason For Being Inactive In Nursing	Total Population Points	Total Population %	Generic Program Points	Generic Program %	Registered Nurse Program Points	Registered Nurse Program %
Personal Health	94	2.8	88	2.9	6	2.3
Illness In Immediate Family	22	0.7	22	0.7	0	0.0
Household Help For Child Care Not Readily Available	369	11.1	339	11.0	30	11.5
Felt I Must Be Home With My Family	1096	32.9	1030	33.6	66	25.2
Community Activities Fulfill My Needs and/or Fill My Time	234	7.0	223	7.3	11	4.2
Financial Gain In Nursing Insufficient to Afford Adequate Child Care	158	4.7	143	4.7	15	5.7
No Nursing Position Available That Allows Practice of Proessional Nursing	105	3.2	96	3.1	9	3.4
Been "out too long" - Hesitate To Return	110	3.3	106	3.5	4	1.5
Financial Gain In Nursing Not Enough To Warrant Return	288	8.6	264	8.6	24	9.2
Hourly Schedule Required In Nursing Not Suitable To Allow Return	472	14.2	438	13.9	44	16.8
My Interests Have Changed-No Longer Interested In Nursing	91	2.7	82	2.7	9	3.4
Other	293	8.8	249	8.1	44	16.8
Total	3332	100.0	3070	100.1	262	100.0

Using the point system as the basis, a comparison was made between the responses recorded by generic and registered nurse program respondents to Question 20 Q Two. This comparison is presented in Table Q 40 #11.

Table Q 40 #11. Percent of Points For Each Reason For Not Being Employed In Nursing By Respondents' UTCN Program, Q Two

Reason For Being Inactive In Nursing	Total Population Points	Total Population %	Generic Program Points	Generic Program %	Registered Nurse Program Points	Registered Nurse Program %
Illness In Immediate Family	2	0.3	2	0.3	0	0.0
Household Help For Child Care Not Readily Available	74	10.9	70	11.2	4	7.7
Felt I Must Be Home With Family	294	43.3	270	43.1	24	46.2
Community Activities Fulfill My Needs and/or Fill My Time	49	7.2	42	6.7	7	13.5
Financial Gain In Nursing insufficient To Afford Adequate Household Help For Child Care	49	7.2	46	7.3	3	5.8
No Nursing Position Available That Allows Me To Practice Professional Nursing	32	4.7	32	5.1	0	0.0
Hourly Schedule Required In Nursing Determing Factor In My Decision	114	16.8	114	18.2	0	0.0
My Interests Have Changed-No Longer Interested In Nursing	17	2.5	8	1.3	9	17.3
Other	48	7.1	43	6.9	5	9.6
Total	679	100.0	627	100.1	52	100.1

Using the point system, the responses recorded by the respondents in the Two Year-Seven Year Sample were compared; these findings are presented in Table Q 40 #12.

Table Q 40 #12. Percent of Points For Each Reason For Not Being Employed In Nursing For Two Year-Seven Year Sample, Q One and Q Two

*Reason Being Inactive Or Being Less Active In Nursing	Q One		Q Two	
	Points	%	Points	%
Illness In Immediate Family	0	0.0	0	0.0
Household Help For Child Care Not Readily Available	17	14.3	56	12.5
Felt I Must Be Home With My Family	43	36.1	171	38.2
Community Activities Fulfill My Needs and/or Fill My Time	0	0.0	25	5.6
Financial Gain In Nursing Insufficient To Afford Adequate Household Help For Child Care	7	5.9	38	8.5
No Nursing Position Available That Allows Me To Practice Professional Nursing	4	3.4	27	6.0
Hourly Schedule Required In Nursing Practice Was Determining Factor In My Decision	13	10.9	70	15.6
My Interests Have Changed-No Longer Interested In Nursing	9	7.6	17	3.8
Other	26	21.8	44	9.8
Total	119	100.0	448	100.0

*These findings were calculated without considering responses on Q One to 3 reasons that were omitted from the options in Q Two, namely, person illness. been "out too long"- hesitate to return, and financial gain in nursing not enough to warrant return

The findings from responses to Question 40 indicated that

consistently, regardless of the manner in which the data were analyzed, family responsibility ranked first as the reason respondents gave for not being employed in nursing at the times they answered the 2 questionnaires; it far out-ranked in importance the second and third reasons which were, hourly schedule required in nursing practice not suitable to allow return and financial gain in nursing insufficient to afford adequate household help for child care; all 3 can be classified as family related reasons in their influence on the respondent;

the reasons which accounted for almost all the remaining responses - community activities fulfill my needs and/or fill my time, no nursing position available that allows me to practice professional nursing, and my interests have changed-no longer interested in nursing - were identified as *indicating that nursing had become less attractive for respondents.*

A full discussion of issues underlying the reasons nurses leave the field of nursing is presented in the publication "Realty Shock"[1].

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[1] Kramer, Marlene, C. V. Mosby Co. 1974

REASONS FOR RETURN TO EMPLOYMENT IN NURSING

Question 19 on Q Two had no counterpart on Q One. It was addressed to respondents who were not employed in nursing when they answered Q One.

Question 19: "If you were not employed in nursing when you answered the previous questionnaire, and have returned to active employment in nursing in the interval, please identify your reasons for returning to nursing. (Circle all that apply)"

There were 68 usable responses and they are presented in descending order of frequency in Table Q 19 #1.

Table Q 19 #1. Percent of Responses For Reasons For Returning to Employment In Nursing, Q Two

	Responses	
Reason For Return To Employment In Nursing	N	%
Changes In Family Situation Made It Possible	29	42.6
To Supplement Family Income	16	23.5
An Attractive Position Became Available	15	22.1
Improved Salaries and Working Conditions Made It Attractive To Me	5	7.4
Other	3	4.4
Total	68	100.0

The respondents who recorded a response for the "other" option were asked to explain their reasons.

Two respondents explained by stating, "I was a student." It appeared that this was the reason that they were not employed in nursing when they answered Q One and it was inferred that they did not need any of the reasons offered for returning to active employment; they returned because their study programs were completed and they were once again employable.

One respondent gave as her reason the fact that she "wanted to be active in nursing."

A comparison was made of the responses to Question 19 Q Two by generic and registered nurse program respondents. The findings of this comparison are presented in Table Q 19 #2.

Table Q 19 #2. Percent of Responses For Reasons For Returning To Employment In Nursing, By Respondents' UTCN Program, Q Two

Reason For Return To Employment In Nursing	Total Population Responses N	%	Generic Program Responses N	%	Registered Nurse Program Responses N	%
Changes In Family Situation Made It Possible	29	42.6	26	42.6	3	42.9
Attractive Position Became Available	15	22.1	14	22.9	1	14.3
To Supplement Family Income	16	23.5	15	24.6	1	14.3
Improved Salaries and Working Conditions Made It Attractive	5	7.4	5	8.2	0	0.0
Other	3	4.4	1	1.6	2	28.6
Total	68	100.0	61	99.9	7	100.1

Another comparison was made between the percent of responses recorded by respondents who had graduated 8-18 years and 7 years prior to answering Q Two. These findings are presented in Table Q 19 #3.

Table Q 19 #3. Percent of Responses For Reasons For Returning To Employment In Nursing, By 2 Graduation-Response Intervals

Grad-Resp. Interval	Reason For Returning To Employment In Nursing: Changes In Family Situation Made It Possible Responses N	%	Attractive Position Became Available Responses N	%	To Supplement Family Income Responses N	%	Improved Salaries and Working Conditions Made It Attractive Responses N	%	Other Responses N	%
8-18 Years N=52	22	42.3	13	25.0	12	23.0	5	9.6	0	0.0
7 Years N=16	7	43.7	2	12.5	4	25.0	0	0.0	3	18.7

These findings indicated that the reason for leaving employment in nursing that ranked most important in responses to Question 40 Q One and Question 20 Q Two accounts for the major area of consideration for those who had returned to employment when they answered Q Two. The needs of the family took respondents out of employment and when the family situation permitted it, at least some returned to employment in nursing. This reason remained the primary consideration regardless of differences in program and in graduation response interval.

PLANS TO RETURN TO EMPLOYMENT IN NURSING

Question 43: "Do you plan to re-enter the nursing field in the next five years? (Circle one)"

There were 164 usable responses and they are presented in Table Q 43 #1.

Table Q 43 #1. Percent of Responses For Plans To Re-enter Nursing Within Five Years

Do you plan to re-enter nursing in the next 5 years?	Responses N	%
Yes	47	28.7
Not Sure	80	48.8
No	37	22.6
Total	164	100.1

In the Vanderbilt Study[1] the "not sure" option was not offered. The findings reported that 134 (41%) of the 321 inactive respondents had plans to re-enter the nursing field in the next 5 years. Due to the difference in the options offered for replying to this question, it is not useful to compare the findings.

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[1] Donaldson, M.L., pp 33, 44,& 49

The percent of the responses for the "yes" option in the UTCN Study is presented, By Class, in Table Q 43 #2.

Table Q 43 #2. Percent of Responses For Plans to Re-enter Nursing Within 5 Years, By Class

Class	Grad-Resp. Interval Years	Year of Response	Responses Total N	Responses Yes N	%
1954	13	1967	16	2	12.5
1955	12	↑	8	4	50.0
1956	11		21	4	19.0
1957	10		15	5	33.3
1958	9		15	3	20.0
1959	8		9	1	11.1
1960	7		12	1	8.3
1961	6		11	5	45.5
1962	5		8	0	0.0
1963	4		4	0	0.0
1964	3	↓	5	0	0.0
1965	2	1967	3	2	66.7
1966	↑	1968	4	1	25.0
1967		1969	0	0	0.0
1968		1970	8	4	50.0
1969		1971	3	1	33.3
1970		1972	5	4	80.0
1971		1973	6	3	50.0
1972		1974	4	3	75.0
1973	↓	1975	3	1	33.0
1974	2	1976	4	3	75.0
Total			164	47	Av. 28.7

The findings in Table Q 43 #2 indicated that the period 3-5 years after graduation was the time respondents who were not employed in nursing were least likely to be considering returning to nursing. This period coincided with the time that the greatest number of respondents left employment for the first time (see Q 12 findings).

A comparison was made between the number and percent of responses recorded by 2 graduation-response interval groups. The findings of this comparison are presented in Table Q 43 #3.

Table Q 43 #3. Percent of Responses Concerning Return To Nursing, By 2 Graduation-Response Intervals

	Do you plan to re-enter nursing in the next 5 years?					
	Yes		Not Sure		No	
Grad-Resp. Interval	Responses N	%	Responses N	%	Responses N	%
3-13 Years N=124	25	20.2	65	52.4	34	27.4
2 Years N=40	22	55.0	15	37.5	3	7.5

These findings indicated that the longer the period of time since graduation, the less willing the respondent was to make a commitment to return to employment in nursing within 5 years.

A comparison was made between responses recorded by generic program graduates and registered nurse program graduates. The findings of this comparison are presented in Table Q 43 #4.

Table Q 43 #4. Percent of Responses Regarding Re-entering Nursing, By Respondents' UTCN Program

	Do you plan to re-enter nursing in the next 5 years?					
	Total Population		Generic Program		Registered Nurse Program	
Answer	Responses N	%	Responses N	%	Responses N	%
Yes	47	28.7	28	25.7	9	56.3
Not Sure	80	48.8	74	50.0	6	38.0
No	37	22.6	36	24.3	1	6.3

This comparison indicated that, despite the unequal distribution of respondents between the two programs, registered nurse program respondents who were not employed in nursing were more likely to return to nursing within 5 years than were respondents from the generic program.

Question 43 was not repeated on Q Two so these findings constitute the total discussion of this topic.

Question 44: "Do you feel the need of additional education to be employable in nursing? (Circle One)" Answer only if you circled "yes" or "not sure" in Question 43.

There were 126 usable responses and they are presented in Table Q 44 #1.

Table Q 44 #1. Percent of Responses For Need For Additional Education To Re-enter Nursing

Answers	Responses N	%
Yes	50	39.7
No	76	60.3
Total	126	100.0

In the Vanderbilt[1] Study the non-active graduates who planned to re-enter nursing in the next 5 years (N=134) were asked if additional education was needed. The finding was that two-thirds felt the need for additional education.

A comparison was made between the number and percent of responses recorded by 2 graduation-response interval groups. The findings are presented in Table Q 44 #2.

Table Q 44 #2. Percent of Responses Regarding Need For Additional Education To Re-enter Nursing, By 2 Graduation-Response Intervals

	Do you feel the need of additional education to be employable in nursing?			
	Yes		No	
Grad-Resp. Interval	Responses N	%	Responses N	%
3-13 Years N=89	38	42.7	51	57.3
2 Years N=37	12	32.4	25	67.6

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[1] Donaldson, M.L., p 44

A comparison was made of responses recorded by generic program and registered nurse program graduates. The findings of this comparison are presented in Table Q 44 #3.

Table Q 44 #3. Percent of Responses Regarding Need For Additional Education To Re-enter Nursing, By Respondents' UTCN Program

Do you feel the need of additional education to be employable in nursing?

	Total Population		Generic Program		Registered Nurse Program	
	Responses		Responses		Responses	
Answer	N	%	N	%	N	%
Yes	50	39.7	43	38.0	7	53.8
No	76	60.3	70	61.9	6	46.2
Total	126	100.0	113	99.9	13	100.0

The findings in Table Q 44 #2 indicated that slightly more than one-third of the respondents did feel that they needed additional education to be employable if they chose to re-enter the field of nursing; 70% of them had graduated more than 3 years before answering the questionnaire.

The findings in Table Q 44 #3 were distorted by the small number of registered nurse program respondents in the sample.

Question 44 was not repeated on Q Two.

Question 45: "Are you planning further study? (Circle one)" Answer only if you circled "yes" in Question 44.

There were 54 usable responses, four more than the number of positive responses to Question 44. These 54 responses are presented in Table Q 45 #1.

Table Q 45 #1. Percent of Responses For Plans For Further Study

Are you planning further study?	Responses N	%
No	25	46.3
Yes, within one year	6	11.1
Yes, within two years	4	7.4
Yes, within three years	3	5.5
Yes, within four years	13	25.9
Yes, when family situation permits	2	3.7
Total	54	99.9

The respondents who answered "yes" to any of the options were asked to identify the institution at which they planned to study. 15 of those who answered "yes" did not provide the name of any institution. The remaining 13 identified the following institutions in these numbers:

2 at The University of Tennessee, Knoxville
1 at The University of Tennessee Division of Extension, Bristol, Tennessee
1 at The University of Tennessee at Martin, Tennessee
1 each at Armstrong College; University of Hawaii; University of Kentucky; Virginia Commonwealth University; Evansville University; University of Virginia Extension; University of Washington; Peabody College; Memphis State University

A comparison was made between the number and percent of responses recorded by 2 graduation-response interval groups. These findings are presented in Table Q 45 #2.

Table Q 45 #2. Percent of Responses For Plans For Further Study, By 2 Graduation-Response Intervals

Are you planning further study?												
	No		Yes Within 1 Year		Yes Within 2 Years		Yes Within 3 Years		Yes Within 4 Years		Yes When Family Situation Permits	
Grad-Resp. Interval	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%
3-13 Years N=41	19	46.3	3	7.3	3	7.3	3	7.3	11	26.8	2	4.9
2 Years N=13	6	46.2	3	23.1	1	7.7	0	0.0	3	23.1	0	0.0

This comparison indicated that only within one time frame was there an appreciable difference in the proportion of responses based on the length of the graduation-response interval; the rate of responses among respondents planning further study within one year was 3 times as great among those responding 2 years after graduation as for those responding 3-13 years after graduation.

From the responses to Questions 37, 43, 44 and 45 on Q One, it developed that there were 163 respondents not employed when they answered Q One. 127 of them indicated that they would surely or possibly return to nursing employment within 5 years; 50 of that number indicated that they felt the need for additional education to be employable; of them 27 stated that they were planning additional education to meet this need, but only 10 stated that they planned to study in the immediate future (2 years).

The general impression gained from these findings was that, although the need for additional education to be employable again in nursing was felt, a commitment to obtain it appeared to be a matter of immediate concern to only a small percentage of respondents.

Question 45 was repeated on Q Two as Question 17, however, it was directed to the total population that answred Q Two. (On Q One it was directed only to those who were not active in nursing at the time they answered but had indicated in Question 43 that they planned to re-enter the field of nursing within 5 years and that they felt they needed further education to be employable in nursing.)

There were 155 usable responses to Question 17 Q Two and they are presented in Table Q 45 #3.

Table Q 45 #3. Percent of Responses For Plans For Further Study, Q Two

Are You Planning Further Study?	Responses N	%
No	80	51.6
Yes, within one year	37	23.9
Yes, within two years	16	10.3
Yes, within three years	6	3.9
Yes, within four years	16	10.3
Total	155	100.0

The respondents who answered "yes" were asked to identify the institutions at which they planned to study. 25 of those who answered "yes" did not provide the name of any institution. The remaining 50 respondents identified the following institutions in these numbers:

11 planned to study at The University of Tennessee College of Nursing, Memphis
3 at The University of Tennessee, Knoxville
1 at The University of Tennessee, Chattanooga
7 at Memphis State University
3 at the University of Alabama
2 at each of the University of Washington; Texas Women's University; Emory University
1 at each of William Beaumont Hospital
Eastern Kentucky University
University of Virginia
George Peabody College
University of Maryland
University of California
Rutgers University
Western Carolina University
Medical College of Georgia
Virginia Commonwealth University
The University of Tennessee-Memphis State Center for Post-master's Studies
University of Mississippi
McNeese State University
Tulane University
East Tennessee State University
University of Kentucky
Loma Linda University
Sacramento State University
Nashville Night Law School

A comparison was made of responses to Question 45 Q One by generic and registered nurse program respondents. The findings of this comparison are presented in Table Q 45 #4.

Table Q 45 #4. Percent of Responses for Further Study, By Respondents' UTCN Program, Q One

	Total Population		Generic Program		Registered Nurse Program	
Are you planning further study?	Responses N	%	Responses N	%	Responses N	%
No	25	46.3	22	47.8	3	37.5
Yes, within one year	6	11.1	4	8.7	2	25.0
Yes, within two years	4	7.4	4	8.7	0	0.0
Yes, within three years	3	5.6	2	4.3	1	12.5
Yes, within four years	14	25.9	12	26.1	2	25.0
Yes, when family situation permits	2	3.7	2	4.3	0	0.0
Total	54	100.0	46	99.9	8	100.0

A comparison was made of the responses to Question 17 Q Two by generic and registered nurse program respondents. These findings are presented in Table Q 45 #5.

Table Q 45 # 5. Percent of Responses For Further Study, By Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
Are you planning further study?	Responses N	%	Responses N	%	Responses N	%
No	80	51.6	74	55.2	6	28.6
Yes, within one year	37	23.9	28	20.9	9	42.9
Yes, within two years	16	10.3	12	9.0	4	19.0
Yes, within three years	6	3.9	6	4.5	0	0.0
Yes, within four years	16	10.3	14	10.4	2	9.5
Total	155	100.0	134	100.0	21	100.0

In both these comparisons, for Q One and Q Two, the findings indicated that registered nurse program respondents recorded greater proportions of responses than did the generic program respondents for options stating that they had plans for further education and that their plans related to the immediate future; this confirmed the finding previously stated that orientation to further education was greater among respondents from the registered nurse program than among respondents from the generic program.

Question 46: "What kind of further study do you plan to follow? (Circle one)" Answer only if you circled "yes" on Question 44.

There were 47 usable responses and they are presented in Table Q 46 #1.

Table Q 46 #1. Percent of Responses for Type of Further Study

Type of Further Study	Responses N	%
Short Term Courses or Institutes	17	36.2
Additional Education In Biological Sciences	1	2.1
Additional Education in Social Sciences	1	2.1
Additional Education in Professional Nursing	5	10.6
Graduate Education on the Master's Level	17	36.2
Graduate Education on the Doctoral Level	0	0.0
Other	6	12.8
Total	47	100.0

Respondents who indicated that they planned to study in short term courses or institutes were asked to specify the content they were seeking. Three of those who marked this option did not specify any content; the remaining 14 respondents specified the following content:

9 planned to take a refresher course
1 identified each of these areas of content:
    teaching in psychiatric nursing
    courses in education
    liberal arts courses
    maternity nursing
    maternal-child nursing

Respondents who marked the "Other" option were asked to specify the type of further education they planned to seek. One of those who marked this option did not specify any type; the remaining 5 respondents specified the following types:

2 planned to take refresher courses
1 identified each of the following:
    public health nursing
    education
    graduate education on both the master's and
    doctoral levels

In the following discussion of these findings the option "Graduate study on the doctoral level" for which there were no responses recorded, is omitted from consideration.

The findings presented in Table Q 46 #1 indicated that respondents planning to return to employment in nursing rated approximately equally, short term courses or institutes, graduate preparation on the master's level and all the remaining options combined, when they considered further study to make them employable.

In the Vanderbilt Study[1] a similar question produced these findings, 68% of the non-active graduates who indicated that they felt additional education was needed to make them employable again, stated that the type of education they needed was refresher courses.

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[1] Donaldson, M.L., p 44

A comparison was made between the number and percent of responses recorded by the 2 graduation-response interval groups. These findings are presented in Table Q 46 #2.

Table Q 46 #2. Percent of Responses For Type of Further Study By Graduation-Response Intervals

	Type of Further Education											
	Short Courses, Institutes		Biological Sciences		Social Sciences		Professional Nursing		Master's Level		Other	
Grad-Resp. Interval	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%
3-13 Years N=35	13	37.1	0	0.0	0	0.0	4	11.4	14	40.0	4	11.4
2 Years N-12	4	33.3	1	8.3	1	8.3	1	8.3	3	25.0	2	16.7

The findings presented in Table Q 46 #3 indicated that respondents answering 3-13 years after graduation rated the importance of graduate education at the master's level even higher than did those answering 2 years after graduation, when they considered further study to make them employable again.

Question 46 was repeated on Q Two as Question 18. However, it was directed to the total population that answered Q Two; on Q One it was directed only to those who were not active in nursing at the time they answered but who had indicated that they planned to re-enter the field of nursing within 5 years and needed further education to be employable in nursing.

There were 81 responses to Question 18 Q Two despite the fact that only 75 respondents recorded in Question 17 that they planned to pursue further study within 4 years. The 81 responses are presented in Table Q 46 #3.

Table Q 46 #3. Percent of Responses for Type of Further Study, Q Two

Type of Further Study	Responses N	%
Short Courses or Institutes	19	23.5
Additional Education In Biological Sciences	1	1.2
Additional education in Social Sciences	3	3.7
Additional Education in Professional Nursing	9	11.1
Graduate Study on the Master's Level	30	37.0
Graduate Study on the Doctoral Level	13	16.0
Other	6	7.4
Total	81	99.9

Respondents who marked short courses and institutes were asked to specify the course content they were seeking; 8 of them did not specify any content. The remaining 11 specified the following:

- 2 planned to take a refresher course offered by the Michigan State Nurses Association
- 1 each identified
    - supervision in public health nursing
    - supervision and administration in public health nursing
    - physical assessment and improved teaching methods
    - pediatric and maternity nursing
    - public health nursing courses conducted by the "department"
    - Lamaze Preparation for Childbirth for certification to teach it
    - family planning and maternal-child health
    - intensive care and medical-surgical nursing

Respondents who marked the "Other" option were asked to specify the type of further study they were seeking; 2 of them did not specify any type. One each specified the following:

- post-master's courses in education or nursing
- post-master's courses in education
- post-master's courses, subject not specified
- graduate courses in psychology

The findings presented in Table Q 46 # 3 indicated that

during the 5 year interval since answering Q One, the importance of further education on the master's level had continued high;

interest in graduate education on the doctoral level had become of considerable importance.

A comparison was made of the responses to Question 46, Q One made by generic and registered nurse program respondents. This comparison is presented in Table Q 46 #4.

Table Q 46 #4. Percent of Responses for Types of Further Study, By Respondents' UTCN Program, Q One

	Total Population		Generic Program		Registered Nurse Program	
Type of Further Study	Responses		Responses		Responses	
	N	%	N	%	N	%
Short Courses or Institutes	17	36.2	16	39.0	1	16.7
Biological Sciences	1	2.1	1	2.4	0	0.0
Social Sciences	1	2.1	0	0.0	1	16.7
Professional Nursing	5	10.6	5	12.2	0	0.0
Graduate Study-Master's	17	36.2	13	31.7	4	66.7
Graduate Study-Doctoral	0	0.0	0	0.0	0	0.0
Other	6	12.8	6	14.6	0	0.0
Total	47	100.0	41	99.9	6	100.0

A comparison was made of the responses to Question 18 Q Two recorded by generic and registered nurse program respondents. This comparison is presented in Table Q 46 #5.

Table Q 46 #5. Percent of Responses for Type of Further Study, By Respondents' UTCN Program, Q Two

	Total Population		Generic Program		Registered Nurse Program	
Type of Further Study	Responses		Responses		Responses	
	N	%	N	%	N	%
Short Courses or Institutes	19	23.5	15	23.1	4	25.0
Biological Sciences	1	1.2	1	1.5	0	0.0
Social Sciences	3	3.7	3	4.6	0	0.0
Professional Nursing	9	11.1	6	9.2	3	18.8
Graduate Study-Master's	30	37.0	27	41.5	3	18.8
Graduate Study-Doctoral	13	16.0	9	13.8	4	25.0
Other	6	7.4	4	6.2	2	12.5
Total	81	99.9	65	99.9	16	100.1

The small number of respondents in the registered nurse program group in Table Q 46 #4 made it unwise to draw conclusions from this comparison.

In Table Q 46 # 5 the findings indicated that two-thirds of the respondents in each program group were planning further study in professional nursing and graduate study on the master's and doctoral level. The fact that the rate of those in the registered nurse program group was higher for doctoral level studies than in the generic program group was explained by data previously presented to the effect that the registered nurse program respondents 7-18 years after graduation already had a higher rate of those holding the master's degree than did the generic program respondents.

Chapter 6

RESPONDENTS' EVALUATION OF UTCN PROGRAM

ACHIEVMENT OF EDUCATIONAL OBJECTIVES

A supplement (Appendix B) was mailed to graduates with Questionnaire One yearly in the years 1967 through 1976, inclusive. The questions on Q One Supp. were based on the stated educational objectives of the curriculum of the College of Nursing that was in effect for students graduating in 1960 and thereafter. Graduates in classes that graduated in the years 1954 through 1959, inclusive, did not receive the supplement.

The total number of graduates who received Q One Supp. and were eligible to respond to it was 520; of these 520 graduates, a total of 375, or 72.1%, are on record as having responded to Questionnaire One. The number of Supplements answered and returned totaled 365, or 70.2%, of which only one was not usable.

A comparison of the findings derived from responses to Q One Supp. in the Modal Group and the Non-Modal Group is included in Chapter 7 of Volume 1.

Educational Objective I

Question 73 Q One Supp: "Please indicate how you feel this educational objective of the College was achieved during your educational program at the University."

Objective I: To guide the student in acquiring information necessary to plan, to give and to evaluate professional nursing care.

There were 363 usable responses and they are presented in Table Q 73 #1.

Table Q 73 #1 Percent of Responses For Levels of Achievement of Educational Objective I

Level of Achievement of Educational Objective	Educational Objective I: To Guide the Student In Acquiring the Information Necessary: To Plan Professional Nursing Care — Responses N	%	To Give Professional Nursing Care — Responses N	%	To Evaluate Professional Nursing Care — Responses N	%
Excellent	203	55.9	128	35.3	153	42.1
Good	140	38.6	157	43.3	169	46.6
Fair	16	4.4	67	18.5	33	9.1
Poor	2	0.6	9	2.5	3	0.8
Can't Say	2	0.6	2	0.6	5	1.4
Total	363	100.1	363	100.2	363	100.0

The ranking assigned these 3 aspects of Educational Objective I, by Class, is presented in Tables Q 73 #2, #3 and #4.

Table Q 73 #2. Achievement of Educational Objective I: To Guide the Student In Acquiring the Information Necessary to Plan Professional Nursing Care, By Class

Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Excellent %	Good %	Fair %	Poor %	Can't Say %
				Rate of Level of Achievement				
1960	7	1967	19	47.4	47.4	0.0	0.0	5.3
1961	6	↑	20	70.0	30.0	0.0	0.0	0.0
1962	5		22	63.6	31.8	4.5	0.0	0.0
1963	4		6	66.7	33.3	0.0	0.0	0.0
1964	3	↓	20	70.0	25.5	0.0	0.0	5.0
1965	2	1967	18	61.1	33.3	5.6	0.0	0.0
1966	↑	1968	27	81.5	18.5	0.0	0.0	0.0
1967		1969	*13	38.5	46.5	15.4	0.0	0.0
1968		1970	35	25.7	62.9	8.6	2.9	0.0
1969		1971	32	50.0	46.9	3.1	0.0	0.0
1970		1972	37	70.3	29.7	0.0	0.0	0.0
1971		1973	32	50.0	37.5	12.5	0.0	0.0
1972		1974	21	61.9	28.6	4.8	4.8	0.0
1973	↓	1975	20	45.0	50.0	5.0	0.0	0.0
1974	2	1976	41	51.2	43.9	4.9	0.0	0.0
Total			363	Av. 55.9	38.6	4.4	0.6	0.6

*The discrepancy between this and the previous number of respondents in Class 1967 is due to the fact that one respondent returned Questionnaire One unanswered but answered the Supplement.

Table Q 73 #3. Achievement of Educational Objective I: To Guide the Student In Acquiring the Information Necessary to Give Professional Nursing Care, By Class

				Rate of Level of Achievement				
Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Excellent %	Good %	Fair %	Poor %	Can't Say %
1960	7	1967	19	52.6	31.6	10.5	0.0	5.5
1961	6	↑	20	50.0	40.0	10.0	0.0	0.0
1962	5		22	27.3	59.1	14.6	0.0	0.0
1963	4		6	50.0	33.3	16.7	0.0	0.0
1964	3	↓	20	30.0	50.0	5.0	10.0	5.0
1965	2	1967	18	33.3	38.9	22.2	5.6	0.0
1966	↑	1968	27	37.0	48.1	14.8	0.0	0.0
1967		1969	13	15.4	16.5	23.1	0.0	0.0
1968		1970	35	14.3	42.9	37.1	5.7	0.0
1969		1971	32	43.7	40.6	15.6	0.0	0.0
1970		1972	37	51.4	35.1	13.5	0.0	0.0
1971		1973	32	28.1	43.7	21.9	6.3	0.0
1972		1974	21	52.4	28.6	14.3	4.8	0.0
1973	↓	1975	20	40.0	35.0	25.0	0.0	0.0
1974	2	1976	41	22.0	53.7	22.0	2.4	0.0
Total			363	Av. 35.3	43.3	18.5	2.5	0.6

Table Q 73 #4. Achievement of Educational Objective I: To Guide the Student In Acquiring the Information Necessary to Evaluate Professional Nursing Care, By Class

				Rate of Level of Achievement				
Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Excellent %	Good %	Fair %	Poor %	Can't Say %
1960	7	1967	19	47.4	47.4	0.0	0.0	0.0
1961	6	↑	20	50.0	35.0	10.0	0.0	5.0
1962	5		22	50.0	36.4	9.1	0.0	4.5
1962	4		6	50.0	33.3	16.7	0.0	0.0
1964	3	↓	20	55.0	40.0	0.0	5.0	0.0
1965	2	1967	18	27.8	55.6	16.7	0.0	0.0
1966	↑	1968	27	55.6	37.0	7.4	0.0	0.0
1967		1969	13	15.4	69.2	15.4	0.0	0.0
1968		1970	35	17.1	57.1	20.0	5.7	0.0
1969		1971	32	46.9	40.6	12.5	0.0	0.0
1970		1972	37	70.3	29.7	0.0	0.0	0.0
1971		1973	32	50.0	34.4	15.6	0.0	0.0
1972		1974	21	42.9	47.6	4.8	0.0	4.8
1973	↓	1975	20	20.0	75.0	5.0	0.0	0.0
1974	2	1976	41	26.8	63.4	7.3	0.0	2.4
Total			363	Av. 42.1	46.6	9.1	0.8	1.4

A comparison was made of the percent of responses recorded for each level of achievement for Educational Objective I by respondents who answered the Supplement from 3-7 years after graduation and those who answered it years after graduation. The findings of this comparison are presented in Table Q 73 #5.

Table Q 73 #5. Achievement of Educational Objective I: To Guide the Student in Acquiring Information Necessary to Plan, Give and Evaluate Professional Nursing Care, By 2 Graduation-Response Intervals

Objective:	To Plan Care		To Give Care		To Evaluate Care	
Grad-Resp. Interval:	Years 3 - 7	Years 2	Years 3 - 7	Years 2	Years 3 - 7	Years 2
	Responses		Responses		Responses	
Level of Achievement	%	%	%	%	%	%
Excellent	63.2	53.6	40.2	33.7	50.6	39.5
Good	33.3	40.2	44.8	42.8	39.1	48.9
Fair	1.1	5.4	10.3	21.0	5.7	10.4
Poor	0.0	0.7	2.3	2.5	1.1	0.7
Can't Say	2.3	0.0	2.3	0.0	3.4	0.7
Total	99.9	99.9	99.9	100.0	99.9	100.2

Considering "excellent" and "good" achievement as favorable ratings and "fair" and "poor" as unfavorable, a comparison was made of the percent of favorable and unfavorable ratings recorded by respondents in the 2 graduation response intervals and the group of 363 respondents as a whole. The findings of this comparison are presented in Table Q 73 #6.

Table Q 73 #6. Percent of Favorable and Unfavorable Ratings For Achievement Of Educational Objective I, By 2 Graduation-Response Interval Groups and Total Group of Respondents

Objective I: To Acquire Information Necessary	To Plan Care			To Give Care			To Evaluate Care		
Grad-Resp. Interval:	Total Years 2-7 *N=361	Years 3-7 N=85	Years 2 N=276	Total Years 2-7 N=361	Years 3-7 N=85	Years 2 N=276	Total Years 2-7 N=358	Years 3-7 N=84	Years 2 N=274
Percent of Favorable Ratings	95.0	98.8	93.8	78.9	87.1	76.4	89.9	92.9	89.1
Percent of Unfavorable Ratings	5.0	1.2	6.2	21.1	12.9	23.6	10.1	7.1	10.9

*Responses for "Can't Say" are excluded

A comparison was made of the percent of responses recorded for each level of achievement for Education Objective I by respondents of the generic and registered nurse programs. The findings of this comparison are presented in Table Q 73 #7.

Table Q 73 #7. Achievement of Educational Objective I: To Guide the Student In Acquiring Information Necessary To Plan, Give and Evaluate Professional Nursing Care, By Respondents' UTCN Program

Objective I: To Acquire Information Necessary	To Plan Care		To Give Care		To Evaluate Care	
Program:	Generic N=312	RN N=51	Generic N=312	RN N=51	Generic N=312	RN M=51
	Responses %	%	Responses %	%	Responses %	%
Level of Achievement						
Excellent	57.4	47.1	35.6	33.3	43.6	33.3
Good	38.1	41.2	43.3	43.1	46.5	47.1
Fair	3.5	9.8	18.6	17.6	8.0	15.7
Poor	0.6	0.0	2.2	3.9	1.0	0.0
Can't Say	0.3	2.0	0.3	2.0	1.0	3.9
Total	99.9	100.1	100.0	99.9	100.1	100.0

Considering "excellent" and "good" as favorable ratings and "fair" and "poor" as unfavorable, a comparison was made of the ratings recorded by respondents in the 2 program groups and the group of 363 respondents as a whole. The findings of this comparison are presented in Table Q 73 #8.

Table Q 73 #8. Percent of Favorable and Unfavorable Ratings For Achievement of Education Objective I, By Total Group and Respondents' UTCN Program

Objective: To Acquire Information Necessary	To Plan Care			To Give Care			To Evaluate Care		
Program:	Total *N=361	Gen. N=311	RN N=50	Total N=361	Gen. N=311	RN N=50	Total N=359	Gen. N=309	RN N=49
Percent of Favorable Ratings	95.0	95.8	90.0	78.9	79.1	78.0	89.9	90.9	83.7
Percent of Unfavorable Ratings	5.0	4.2	10.0	21.1	20.9	22.0	10.1	9.1	16.3

*Responses for "Can't Say" are excluded

The findings presented in relation to Educational Objective I indicated that

the ratio of favorable to unfavorable responses was highest for the respondents' feeling that they had the information necessary to plan care, next highest for the information necessary to evaluate care and least for the information necessary to give professional nursing care;

in each case, the respondents replying to the questions on the Supplement from 3-7 years after graduation gave a more favorable evaluation of the level of achievement of the 3 aspects of Educational Objective I than did those answering just 2 years after graduation;

in each case, the generic program respondents gave a more favorable evaluation of the level of achievement of the 3 aspects of Educational Objective I than did registered nurse program respondents.

Educational Objective II

Question 74 Q One Supp: "Please indicate how you feel this educational objective of the College was achieved during your educational program at the University."

Objective II: To prepare the student to give professional nursing care in the hospital, in the home and in the community.

There were a maximum of 364 usable responses and they are presented in Table Q 74 #1.

Table Q 74 #1. Percent of Responses For Levels of Achievement of Educational Objective II

Level of Achievement of Educational Objective	Educational Objective II: To Prepare the Student to Give Professional Nursing Care In Hospital Responses N	%	In Home Responses N	%	In Community Responses N	%
Excellent	88	24.2	81	22.4	95	26.2
Good	166	45.6	168	46.4	162	44.6
Fair	89	24.5	89	24.6	81	22.3
Poor	17	4.7	18	5.0	13	3.6
Can't Say	4	1.1	6	0.8	12	3.3
Total	364	100.1	362	99.2	363	100.0

The ranking respondents gave to the achievement of these 3 aspects of Educational Objective II, by Class, is presented in Tables Q 74 #2, #3 and #4.

Table Q 74 #2. Achievement of Educational Objective II: To Prepare the Student To Give Professional Nursing Care in the Hospital, by Class

Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Rate of Level of Achievement Excellent %	Good %	Fair %	Poor %	Can't Say %
1960	7	1967	19	47.4	47.4	0.0	0.0	5.3
1961	6	↑	20	40.0	50.0	10.0	0.0	0.0
1962	5		22	18.2	63.6	18.2	0.0	0.0
1963	4		6	33.3	33.3	33.3	0.0	0.0
1964	3	↓	20	25.0	40.0	20.0	15.0	0.0
1965	2	1967	18	16.7	44.4	33.3	5.6	0.0
1966	↑	1968	27	18.5	63.0	18.5	0.0	0.0
1967		1969	13	15.4	53.8	30.8	0.0	0.0
1968		1970	35	8.6	42.9	40.0	8.6	0.0
1969		1971	32	31.2	28.1	31.2	6.3	3.1
1970		1972	37	32.4	48.6	16.2	2.7	0.0
1971		1973	32	31.2	46.9	18.8	3.1	0.0
1972		1974	21	42.9	28.6	14.3	9.5	4.8
1973	↓	1975	21	19.0	42.9	33.3	4.8	0.0
1974	2	1976	41	4.9	46.3	39.0	7.3	2.4
Total			364	Av. 24.2	45.6	24.5	4.7	1.1

Table Q 74 #3. Achievement of Educational Objective II: To Prepare the Student To Give Professional Nursing Care in the Home, by Class

Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Rate of Level of Achievement Excellent %	Good %	Fair %	Poor %	Can't Say %
1960	7	1967	19	26.3	47.4	15.8	5.3	5.3
1961	6	↑	20	20.0	55.0	20.0	5.0	0.0
1962	5		22	36.4	54.5	4.5	4.5	0.0
1963	4		6	16.7	33.3	50.0	0.0	0.0
1964	3	↓	20	25.0	45.0	25.0	0.0	5.0
1965	2	1967	17	11.8	47.1	29.4	11.8	0.0
1966	↑	1968	26	34.6	38.5	19.2	3.8	3.8
1967		1969	13	15.4	38.5	38.5	7.7	0.0
1968		1970	35	2.9	40.0	48.6	8.6	0.0
1969		1971	32	15.6	50.0	25.0	3.1	6.3
1970		1972	37	40.5	37.8	21.6	0.0	0.0
1971		1973	32	28.1	40.6	28.1	3.1	0.0
1972		1974	21	23.8	42.9	19.0	14.3	0.0
1973	↓	1975	21	19.0	61.9	9.5	9.5	0.0
1974	2	1976	41	14.6	56.1	24.4	2.4	2.4
Total			362	Av. 22.4	46.4	24.6	5.0	0.8

Table Q 74 #4. Achievement of Educational Objective II: To Prepare the Student To Give Professional Nursing Care in the Community, by Class

Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Excellent %	Good %	Fair %	Poor %	Can't Say %
				Rate of Level of Achievement				
1960	7	1967	19	26.5	57.9	5.3	0.0	10.5
1961	6	↑	20	35.0	30.0	25.0	0.0	10.0
1962	5		22	31.8	50.0	18.2	0.0	0.0
1963	4		6	16.7	33.3	33.3	16.7	0.0
1964	3	↓	20	30.0	50.0	10.0	10.0	0.0
1965	2	1967	17	17.6	35.3	23.5	11.8	11.8
1966	↑	1968	27	29.6	51.9	14.8	0.0	3.7
1967		1969	13	15.4	38.5	38.5	7.7	0.0
1968		1970	35	5.7	34.3	48.6	5.7	5.7
1969		1971	32	21.9	43.7	28.1	3.1	3.1
1970		1972	37	32.4	43.2	21.6	2.7	0.0
1971		1973	32	28.1	40.1	28.1	0.0	3.1
1972		1974	21	28.6	38.1	14.3	14.3	4.8
1973	↓	1975	21	33.3	57.1	9.5	0.0	0.0
1974	2	1976	41	31.7	53.7	14.6	0.0	0.0
Total			363	Av. 26.2	44.6	22.3	3.6	3.3

A comparison was made of the percent of responses recorded for each level of achievement for Educational Objective II by respondents who answered the Supplement from 3-7 years after graduation and those who answered it 2 years after graduation. The findings of this comparison are presented in Table Q 74 #5.

Table Q 74 #5. Achievement of Educational Objective II: To Prepare the Student to Give Professional Nursing Care in the Hospital, the Home and the Community, By 2 Graduation-Response Intervals

	Objective II: To Prepare the Student to Give Professional Nursing Care					
	In the Hospital		In the Home		In the Community	
Grad-Resp. Interval:	Years 3-7	Years 2	Years 3-7	Years 2	Years 3-7	Years 2
Level of Achievement	Responses %	%	Responses %	%	Responses %	%
Excellent	29.5	22.0	24.0	21.7	27.9	25.5
Good	48.6	44.4	49.0	45.3	44.2	44.8
Fair	17.1	27.4	20.2	26.4	17.3	24.3
Poor	3.8	5.0	4.8	5.0	4.8	3.1
Can't Say	1.0	1.2	1.9	1.6	5.8	2.3
Total	100.0	100.0	99.9	100.0	100.0	100.0

Considering "excellent" and "good" as favorable ratings and "fair" and "poor" as unfavorable, a comparison was made of the percent of favorable and unfavorable ratings recorded by respondents in the 2 graduation-response interval groups and the group of 364 respondents as a whole. The findings of this comparison are presented in Table Q 74 #6.

Table Q 74 #6. Percent of Favorable and Unfavorable Ratings for Achievement of Educational Objective II by 2 Graduation-Response Interval Groups and Total Group of Respondents

Objective II: To Prepare the Student To Give Professional Nursing Care

	In the Hospital			In the Home			In the Community		
Grad-Resp. Interval :	Total Years 2-7 *N=360	Years 3-7 N=104	Years 2 N=256	Total Years 2-7 N=356	Years 3-7 N=102	Years 2 N=254	Total Years 2-7 N=351	Years 3-7 N=98	Years 2 N=253
Percent of Favorable Ratings	70.6	78.8	67.2	69.9	74.5	68.1	73.2	76.5	71.9
Percent of Unfavorable Ratings	29.4	21.2	32.8	30.1	25.5	31.9	26.8	23.5	28.1

*Responses for "Can't Say" were excluded

The finds in Table Q 74 #6 indicated that the ratio of favorable to unfavorable responses was highest for giving professional nursing care in the community, next highest for giving professional nursing care in the hospital and lowest for giving professional nursing care in the home.

In each case, respondents replying 3-7 years after graduation gave a more favorable evaluation of the level of achievement of the 3 aspects of Educational Objective II than did those who replied 2 years after graduation.

A comparison was made of the responses recorded for each level of achievement for Educational Objective II by respondents of the generic and the registered nurse programs. The findings of this comparison are presented in Table Q 74 #7.

Table Q 74 #7. Achievement of Educational Objective II, by Respondents' UTCN Program

Objective II: To Prepare the Student to Give Professional Nursing Care

	In The Hospital		In The Home		In The Community	
Program:	Generic N=313	Registered Nurse N=51	Generic N=312	Registered Nurse N=50	Generic N=313	Registered Nurse N=50
Level of Achievement	Responses %	%	Responses %	%	Responses %	%
Excellent	24.9	19.6	23.7	14.0	26.5	24.0
Good	46.0	43.1	45.5	52.0	43.1	54.0
Fair	24.6	23.5	24.0	28.0	23.0	18.0
Poor	4.2	7.8	5.4	2.0	3.8	2.0
Can't Say	0.3	5.9	1.3	4.0	3.5	2.0
	100.0	99.9	99.9	100.0	99.9	100.0

Considering "excellent" and "good" as favorable ratings and "fair" and "poor" as unfavorable, a comparison was made of the percent of favorable and unfavorable ratings recorded by the total group of 364 respondents as a whole and the two program groups for achievement of Educational Objective II. These findings are presented in Table Q 74 #8.

Table Q 74 #8. **Percent of Favorable and Unfavorable Ratings for Achievement of Educational Objective II by Total Group and Respondents' UTCN Programs**

Objective II: To Prepare the Student to Give Professional Nursing Care

	In the Hospital			In the Home			In the Community		
Program:	Total *N=360	Gen. N=312	RN N=48	Total N=35	Gen. N=308	RN N=48	Total N=351	Gen. N=302	RN N=49
Percent of Favorable Ratings	70.6	71.2	66.7	69.9	70.1	68.8	73.2	72.2	79.6
Percent of Unfavorable Ratings	29.4	28.8	33.3	30.1	29.9	31.3	26.8	27.8	20.4

*Responses for "Can't Say" are excluded

The findings presented in Table Q 74 #8 indicated that the ratio of favorable to unfavorable ratings was highest for the preparation to give nursing care in the community and approximately the same for preparation to give care in the hospital and in the home, when the findings for the total group were considered.

In the two aspects of preparation to give care in the hospital and the home, the generic program respondents gave a more favorable rating than did the registered nurse program respondents. However, in relation to preparation to give care in the community, the registered nurse program respondents rated their preparation considerably more favorably than did the generic program respondents. This last finding may relate to the situation in which the registered nurse program respondents found themselves. It is understandable that they felt their preparation to give care in the hospital could not be improved to the same degree by the baccalaureate program as did the generic program respondents. However, in relation to care in the community, in which field they had had relatively little preparation or experience prior to enrollment in the baccalaureate program, they could be expected to rate their preparation more favorably than did the generic program respondents.

Rank order correlations (Rho) among 15 Classes for "favorable" (excellent and good) and "unfavorable" (fair and poor) ratings of the educational objective to prepare students to give professional nursing care in the hospital, home and community were computed. The 3 correlations yielded significant relationships - .05 level or better - between each other, indicating general agreement of evaluations of equal preparation for the 3 areas in the respondents' nursing educational program.

A further rank order correlation was computed between the "favorable" and "unfavorable" ratings given to preparation to give professional nursing care (Educational Objective I Question 73) and preparation to give professional nursing care in the hospital (Educational Objective II Question 74). This correlation was significant at the .025 level, thus indicating a perceived commonality of preparation on the two dimensions

Thus, the 15 classes appeared to perceive their preparation for giving professional nursing care in distinction to prepration for planning and evaluating nursing care as strongly related to giving care in the hospital. At the same time, however, the respondents, by Class, felt equally prepared for hospital, home and community nursing care.

Educational Objective III

Question 75 Q One Supp: "Please indicate how you feel this educational objective of the College was achieved during your educational program at the University."

Objective III: To prepare the student to direct others in giving nursing care.

There were 363 usable responses and they are presented in Table Q 75 #1.

Table Q 75 #1. Percent of Responses for Levels of Achievement of Educational Objective III

	Educational Objective III: To Prepare the Student to Direct Others in Giving Nursing Care	
	Responses	
Level of Achievement	N	%
Excellent	76	20.9
Good	176	48.5
Fair	80	22.0
Poor	25	6.9
Can't Say	6	1.7
Total	363	100.0

The ranking respondents gave to the achievement of Educational Objective III, by Class, is presented in Table Q 75 #2.

Table Q 75 #2. Achievement of Educational Objective III: To Prepare the Student To Direct Others In Giving Nursing Care, by Class

				Rate of Level of Achievement				
Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Excellent %	Good %	Fair %	Poor %	Can't Say %
1960	7	1967	19	36.8	42.1	5.3	5.3	10.5
1961	6	↑	20	15.0	60.0	25.0	0.0	0.0
1962	5		22	27.3	50.0	18.2	4.5	0.0
1963	4		6	33.5	50.0	16.7	0.0	0.0
1964	3	↓	20	25.0	50.0	10.0	5.0	10.0
1965	2	1967	18	11.1	38.9	50.0	0.0	0.0
1966	↑	1968	27	22.2	37.0	22.2	18.5	0.0
1967		1969	13	0.0	61.5	23.1	15.4	0.0
1968		1970	35	20.0	37.1	28.6	14.3	0.0
1969		1971	31	16.1	48.4	29.0	3.2	3.2
1970		1972	37	37.8	45.9	10.8	5.4	0.0
1971		1973	32	25.0	43.7	25.0	6.3	0.0
1972		1974	21	14.3	61.9	23.8	0.0	0.0
1973	↓	1975	21	23.8	52.4	14.3	9.5	0.0
1974	2	1976	41	7.3	58.5	24.4	7.3	2.4
Total			363	Av. 20.9	48.5	22.0	6.9	1.7

A comparison was made of the percent of responses recorded for each level of achievement by respondents who answered the Supplement from 3-7 years after graduation and those who answered at 2 years after graduation. The findings of this comparison are presented in Table Q 75 #3.

Table Q 75 #3. Percent of Responses for Levels of Achievement of Educational Objective III, By 2 Graduation-Response Intervals

Objective III: To Prepare the Student to Direct Others In Giving Nursing Care

	Rate of Level of Achievement				
	Excellent	Good	Fair	Poor	Can't Say
Grad-Resp. Interval	Responses %	Responses %	Responses %	Responses %	Responses %
3-7 Years N=87	26.4	50.6	14.9	3.4	4.6
2 Years N=276	19.1	47.8	24.3	7.8	0.7

Considering "excellent" and "good" as favorable ratings and "fair" and "poor" as unfavorable ratings, a comparison was made of the percent of favorable and unfavorable ratings recorded by the total group of 363 respondents and the 2 graduation-response interval groups. The findings of this comparison are presented in Table Q 75 #4.

Table Q 75 #4. Percent of Favorable and Unfavorable Ratings for Achievement of Educational Objective III by Total Group of Respondents and 2 Graduation-Response Interval Groups

Objective III: To Prepare Student To Direct Others In Giving Care

Grad-Resp. Interval:	Total 2-7 Years *N=357	3-7 Years N=83	2 Years N=274
Percent of Favorable Ratings	70.6	80.7	67.5
Percent of Unfavorable Ratings	29.4	19.3	32.5

*Responses for "Can't Say" were excluded

The findings presented in Table Q 75 #4 indicated that the ratio of favorable to unfavorable responses was higher for preparation to direct others in giving care among the respondents who replied to the Supplement 3-7 years after graduation than it was for those replying only 2 years after graduation suggesting that respondents felt more confident about their preparation with more experience.

A comparison was made of the percent of responses for levels of achievement of Educational Objective III by respondents of the generic program and the registered nurse programs. The findings of this comparison are presented in Table Q 75 #5.

Table Q 75 #5. Percent of Responses for Educational Objective III, By Respondents' UTCN Program

Objective III: To Prepare the Student To Direct Others in Giving Nursing Care

Level of Achievement	Generic Program N=313 Responses %	Registered Nurse Program N=50 Responses %
Excellent	22.4	12.0
Good	48.6	48.0
Fair	21.0	28.0
Poor	6.7	8.0
Can't Say	1.3	4.0

Considering "excellent" and "good" as favorable ratings and "fair" and "poor" as unfavorable ratings, a comparison was made of the percent of favorable and unfavorable ratings recorded by the total group of 363 respondents and the 2 program groups for Educational Objective III. The findings of this comparison are presented in Table Q 75 #6.

Table Q 75 #6. Percent of Favorable and Unfavorable Ratings For Achievement of Educational Objective III, By Total Group and Respondents' UTCN Program Groups

Objective III: To Prepare the Student To Direct Others In Giving Nursing Care	Total Group *N=357	Generic Program N=309	Registered Nurse Program N=48
Percent of Favorable Ratings	70.6	71.8	62.5
Percent Of Unfavorable Ratings	29.4	28.2	37.5

*Responses for "Can't Say were excluded

The findings in Table Q 75 #6 indicated that the ratio of favorable to unfavorable ratings for achievement of the educational objective to prepare the student to direct others in giving nursing care is higher among generic program graduates than among registered nurse program graduates. This was a puzzling finding in light of the documented evidence that registered nurse program respondents had more experience in general and more experience in supervisory and teaching positions in particular, than was the case with generic program graduates. One explanation of this finding may be that registered nurse program respondents, due to this additional experience , evaluated their preparation more realistically than did the generic program respondents.

Educational Objective IV

Question 76 Q One Supp: "Please indicate how you feel this educational objective of the College was achieved during your educational program at the University."

Objective IV: To guide the student in developing skills necessary for effective practice of preventive, curative and rehabilitative nursing.

There were 359 usable responses and they are presented in Table Q 76 #1.

Table Q 76 #1. Percent of Responses For Levels of Achievement of Educational Objective IV

	Educational Objective IV: To Guide the Student in Developing Skills Necessary For The Effective Practice Of					
	Preventive Nursing		Curative Nursing		Rehabilitative Nursing	
Level of Achievement	Responses N	%	Responses N	%	Responses N	%
Excellent	119	33.1	89	24.8	71	19.8
Good	168	46.8	190	52.9	174	48.5
Fair	61	17.0	70	19.5	83	23.1
Poor	8	2.2	8	2.2	23	6.4
Can't Say	3	0.8	2	0.6	8	2.2
Total	359	99.9	359	100.0	359	100.0

The ranking respondents recorded for achievement of Objective IV, by Class, is presented in Tables Q 76 #2, #3 and #4.

Table Q 76 #2. Achievement of Educational Objective IV: To Guide the Student In Developing Skills Necessary For Effective Practice of Preventive Nursing, By Class

				Rate of Level of Achievement				
Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Excellent %	Good %	Fair %	Poor %	Can't Say %
1960	7	1967	19	47.4	31.6	15.8	0.0	5.3
1961	6	↑	20	60.0	30.0	10.0	0.0	0.0
1962	5		22	40.9	54.5	4.5	0.0	0.0
1963	4		6	50.0	33.3	16.7	0.0	0.0
1964	3	↓	20	40.0	45.0	10.0	5.0	0.0
1965	2	1967	18	16.7	55.6	22.2	5.6	0.0
1966	↑	1968	27	48.1	37.0	14.8	0.0	0.0
1967		1969	13	15.4	46.2	30.8	7.7	0.0
1968		1970	34	14.7	29.4	44.1	8.8	2.9
1969		1971	31	35.5	45.2	19.4	0.0	0.0
1970		1972	35	42.9	42.9	11.4	2.9	0.0
1971		1973	31	25.8	58.1	12.9	3.2	0.0
1972		1974	21	19.0	52.4	23.8	0.0	4.8
1973	↓	1975	21	33.3	57.1	9.5	0.0	0.0
1974	2	1976	41	24.4	65.9	9.8	0.0	0.0
Total			359	Av. 33.1	46.8	17.0	2.2	0.8

Table Q 76 #3. Achievement of Educational Objective IV: To Guide the Student In Developing Skills Necessary for the Effective Practice of Curative Nursing, By Class

				Rate of Level of Achievement				
Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Excellent %	Good %	Fair %	Poor %	Can't Say %
1960	7	1967	19	36.8	47.4	10.5	0.0	5.3
1961	6	↑	20	40.0	50.0	10.0	0.0	0.0
1962	5		22	36.4	50.0	13.6	0.0	0.0
1963	4		6	33.3	50.0	16.7	0.0	0.0
1964	3	↓	20	35.0	40.0	20.0	5.0	0.0
1965	2	1967	18	11.1	66.7	22.2	0.0	0.0
1966	↑	1968	27	22.2	59.3	18.5	0.0	0.0
1967		1969	13	15.4	38.5	46.2	0.0	0.0
1968		1970	34	11.8	50.0	23.5	11.8	2.9
1969		1971	31	29.0	51.6	19.4	0.0	0.0
1970		1972	35	25.7	54.3	20.0	0.0	0.0
1971		1973	31	29.0	48.4	22.6	0.0	0.0
1972		1974	21	38.1	42.9	14.3	4.8	0.0
1973	↓	1975	21	19.0	61.9	19.0	0.0	0.0
1974	2	1976	41	9.8	65.9	19.5	4.9	0.0
Total			359	Av. 24.8	52.9	19.5	2.2	0.6

Table Q 76 #4. Achievement of Education Objective IV: To Guide the Student In Developing Skills Necessary for the Effective Practice of Rehabilitative Nursing, by Class

				Rate of Level of Achievement				
Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Excellent %	Good %	Fair %	Poor %	Can't Say %
1960	7	1967	19	10.5	36.8	47.4	0.0	5.3
1961	6	↑	20	15.0	55.0	25.0	5.0	0.0
1962	5		22	18.2	54.5	22.7	4.5	0.0
1963	4		6	33.3	66.7	0.0	0.0	0.0
1964	3	↓	20	35.0	45.0	10.0	10.0	0.0
1965	2	1967	18	22.2	61.1	16.7	0.0	0.0
1966	↑	1968	27	37.0	33.3	22.2	3.7	3.7
1967		1969	13	7.7	53.8	23.1	15.4	0.0
1968		1970	34	5.9	35.3	29.4	20.6	8.8
1969		1971	31	25.8	61.3	9.7	3.2	0.0
1970		1972	35	28.6	54.3	5.7	8.6	2.9
1971		1973	31	12.9	48.4	32.3	6.5	0.0
1972		1974	21	28.6	38.1	23.8	4.8	4.8
1973	↓	1975	21	23.8	38.1	38.1	0.0	0.0
1974	2	1976	41	7.3	56.1	29.3	4.9	2.4
Total			359	Av. 19.8	48.5	23.1	6.4	2.2

A comparison was made of the percent of responses recorded for each level of achievement for Educational Objective IV by respondents who answered the Supplement from 3-7 years after graduation and those who answered it 2 years after graduation. The findings of this comparison are presented in Table Q 76 #5.

Table Q 76 #5. Achievement of Educational Objective IV: To Guide the Student In Developing the Skills Necessary for the Effective Practice of Preventive, Curative and Rehabilitative Nursing, By 2 Graduation-Response Intervals

	Objective IV: To Guide the Student In Developing the Skills Necessary for the Effective Practice of					
	Preventive Nursing		Curative Nursing		Rehabilitative Nursing	
Grad-Resp. Intervals:	3-7 Years	2 Years	3-7 Years	2 Years	3-7 Years	2 Years
Level of Achievement	Responses %	%	Responses %	%	Responses %	%
Excellent	47.1	28.7	26.8	21.0	20.7	19.5
Good	40.2	48.9	47.1	54.8	49.4	48.2
Fair	10.3	19.1	13.8	21.3	24.1	22.8
Poor	1.1	2.6	1.1	2.6	4.6	7.0
Can't Say	1.1	0.7	1.1	0.4	1.1	2.6
Total	99.8	100.0	99.9	100.1	99.9	100.1

Considering "excellent" and "good" as favorable ratings and "fair" and "poor" as unfavorable, a comparison was made of the percent of favorable and unfavorable ratings recorded by respondents in the 2 graduation-response interval groups and the total group of 359 respondents for Educational Objective IV. The findings of this comparison are presented in Table Q 76 #6.

Table Q 76 #6. Percent of Favorable and Unfavorable Ratings For Educational Objective IV by Total Group of Respondents and 2 Graduation-Response Interval Groups

Objective IV: To Guide the Student in Developing the Skills Necessary for the Effective Practice of

	Preventive Nursing			Curative Nursing			Rehabilitative Nursing		
Grad-Resp. Intervals:	Total Years 2-7 *N=356	Years 3-7 N=86	Years 2 N=270	Total Years 2-7 N=357	Years 3-7 N=86	Years 2 N=271	Total Years 2-7 N=351	Years 3-7 N=86	Years 2 N=265
Percent of Favorable Ratings	80.6	88.4	78.1	78.2	84.9	76.0	69.8	70.9	69.4
Percent of Unfavorable Ratings	19.4	11.5	21.9	21.8	15.1	24.0	30.2	29.1	30.6

*Responses for "Can't Say" are excluded

Findings presented in Table Q 76 #6 indicated that

the ratio of favorable to unfavorable responses was highest for the skills necessary for effective practice of preventive nursing, next highest for curative nursing and lowest for rehabilitative nursing;

in each case, the respondents replying to the questions on the Supplement from 3-7 years after graduation gave a more favorable rating to the level of achievement of the 3 aspects of Educational Objective IV than did those answering just 2 years after graduation.

A comparison was made of the percent of responses recorded for each level of achievement for Educational Objective IV by respondents who graduated from the generic and the registered nurse programs. The findings of this comparison are presented in Table Q 76 #7.

Table Q 76 #7. Achievement of Educational Objective IV, By Respondents' UTCN Program

Objective IV: To Guide the Student in Developing the Skills Necessary for the Effective Practice of	Preventive Nursing		Curative Nursing		Rehabilitative Nursing	
Respondents' Program:	Generic N=308	RN N=51	Generic N=308	RN N=51	Generic N=308	RN N=51
Level of Achievement	Responses %	%	Responses %	%	Responses %	%
Excellent	34.1	27.5	25.5	21.6	20.1	17.6
Good	44.5	60.8	52.9	52.9	48.7	47.1
Fair	18.5	7.8	19.2	21.6	22.7	25.5
Poor	2.3	2.0	2.3	2.0	6.8	3.9
Can't Say	0.6	2.0	0.3	2.0	1.6	5.9
Total	100.0	100.1	100.2	100.1	99.9	100.0

Considering "excellent" and "good" as favorable ratings and "fair" and "poor" as unfavorable ratings, a comparison was made of the percentage of favorable and unfavorable ratings recorded by respondents in the two program groups and the group of 359 respondents as a whole.

Table Q 76 #8. Percent of Favorable and Unfavorable Ratings for Achievement of Educational Objective. IV by Total Group and by Respondents' UTCN Program.

Objective IV:	To Guide the Student in Developing the Skills Necessary for the Effective Practice of								
	Preventive Nursing			Curative Nursing			Rehabilitative Nursing		
Program	Total N=356*	Gen N=306	R N N=50	Total N=357	Gen N=307	R N N=50	Total N-351	Gen N=303	R N N=48
Percent of Favorable Ratings	80.6	79.1	90.0	78.2	78.5	76.0	69.8	70.0	68.8
Percent of Unfavorable Ratings	19.4	20.9	10.0	21.8	21.5	24.0	30.2	30.0	31.2

*Responses for "Can't Say" are excluded

The findings presented in Table Q 76 #8 indicated that

the ratio of favorable to unfavorable ratings was highest for skills necessary to practice preventive nursing, next highest for curative nursing and lowest for rehabilitative nursing;

in the cases of curative and rehabilitative nursing skills, the generic program respondents gave a more favorable rating than did the registered nurse program respondents;

in the case of preventive nursing skills, however, the registered nurse program respondents recorded a more favorable rating than did the generic program respondents.

An explanation of this latter finding may be that again, as was suggested in the comment on Question 74, the registered nurse program respondents, having had relatively less preparation or experience in preventive than curative and rehabilitative nursing prior to enrollment in the baccalaureate program, rated their baccalaureate preparation in preventive nursing more favorably than did the generic program respondents.

Educational Objective V

Question 77 Q One Supp: "Please indicate how you feel this educational Objective of the College was achieved during your educational program at the University."

Objective V: To guide the student in acquiring the ability to do scientific thinking so that she may make wise decisions and contribute positively to the profession of nursing and to the community.

There were 359 usable responses and they are presented in Table Q 77 #1.

Table Q 77 #1. Percent of Responses for Levels of Achievement of Educational Objective V

Objective V: To Guide the Student In Acquiring the Ability to Do Scientific Thinking

Level of Achievement	Responses N	Responses %
Excellent	148	41.2
Good	169	47.0
Fair	39	10.8
Poor	1	0.3
Can't Say	2	0.6
Total	359	99.9

The ranking respondents gave to achievement of Educational Objective V by Class, is presented in Table Q 77 #2.

Table Q 77 #2. Achievement of Educational Objective V: To Guide the Student In Acquiring the Ability To Do Scientific Thinking So That She May Make Wise Decisions and Contribute Positively to the Profession and the Community, by Class

Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Rate of Level of Achievement Excellent %	Good %	Fair %	Poor %	Can't Say %
1960	7	1967	19	57.9	26.3	10.5	0.0	5.3
1961	6	↑	20	40.0	35.0	20.0	0.0	5.0
1962	5		22	59.1	36.4	4.5	0.0	0.0
1963	4		6	33.3	50.0	16.7	0.0	0.0
1964	3	↓	20	45.0	45.0	10.0	0.0	0.0
1965	2	1967	18	33.3	44.4	22.2	0.0	0.0
1966	↑	1968	26	53.8	38.5	7.7	0.0	0.0
1967		1969	13	15.4	69.2	15.4	0.0	0.0
1968		1970	35	17.1	51.4	28.6	2.9	0.0
1969		1971	31	41.9	54.8	3.2	0.0	0.0
1970		1972	36	58.3	36.1	5.6	0.0	0.0
1971		1973	31	48.4	38.7	12.9	0.0	0.0
1972		1974	20	55.0	40.0	5.0	0.0	0.0
1973	↓	1975	21	28.6	66.7	4.8	0.0	0.0
1974	2	1976	41	26.8	68.3	4.9	0.0	0.0
Total			359	Av. 46.2	47.0	10.8	0.3	0.6

A comparison was made of the number and percent of responses recorded for each level of achievement by respondents who answered the Supplement 3-7 years after graduation and those who answered 2 years after graduation. The findings of this comparison are presented in Table Q 77 #3.

Table Q 77 #3. Percent of Responses for Levels of Achievement of Educational Objective V, By 2 Graduation-Response Intervals

Objective V: To Guide the Student In Developing the Ability To Do Scientific Thinking

Grad-Resp. Interval	Excellent Responses %	Good Responses %	Fair Responses %	Poor Responses %	Can't Say Responses %
3-7 Years N=87	49.4	36.8	11.5	0.0	2.3
2 Years N=272	38.6	50.4	10.7	0.4	0.0

Considering "excellent" and "good" as favorable ratings and "fair" and "poor" as unfavorable ratings, a comparison was made of favorable and unfavorable ratings recorded by the total group of 359 respondents and the 2 graduation-response interval groups. The findings of this comparison are presented in Table Q 77 #4.

Table Q 77 #4. Percent of Favorable and Unfavorable Ratings for Achievement of Educational Objective V, By Total Group of Respondents and 2 Graduation-Response Interval Groups

	Objective V: To Guide the Student In Acquiring Ability To Do Scientific Thinking		
Grad-Resp. Intervals:	Total Group 2-7 Years *N=357	3-7 Years N=85	2 Years N=272
Percent of Favorable Ratings	88.8	88.2	89.0
Percent of Unfavorable Ratings	11.2	11.8	11.0

*Responses for "Can't Say" are excluded

The findings presented in Table Q 77 #4 indicated that the ratio of favorable to unfavorable responses for achievement of Educational Objective V was the same for the 2 sub-groups as it was for the total group but there was a more than 10% shift toward the excellent rating with the increased years of experience (Table Q 77 #3).

A comparison was made of the percent of responses for levels of achievement for Educational Objective V recorded by respondents of the generic and registered nurse programs. The findings of this comparison are presented in Table Q 77 #5.

Table Q 77 #5. Rate of Responses For Educational Objective V, By Respondents' UTCN Program

	Objective V: To Guide the Student In Acquiring the Ability To Do Scientific Thinking	
Level of Achievement	Generic Program N=309 Responses %	Registered Nurse Program N=50 Responses %
Excellent	42.1	36.0
Good	47.9	42.0
Fair	9.7	18.0
Poor	0.3	0.0
Can't Say	0.0	4.0
	100.0	100.0

Considering "excellent" and "good" as favorable ratings and "fair" and "fair" and "poor" as unfavorable ratings, a comparison was made of the ratings recorded by the total group of 359 respondents and the 2 program groups for achievement of Educational Objective V. The findings of this comparison are presented in Table Q 77 #6.

Table Q 77 #6. Percent of Favorable and Unfavorable Ratings For Achievement of Educational Objective V by Total Group of Respondents and By Respondents' UTCN Program

Objective V: To Guide the Student in Acquiring the Ability To Do Scientific Thinking

	Total *N=357	Generic Program N=309	Registered Nurse Program N=48
Percent of Favorable Ratings	88.8	90.0	81.3
Percent of Unfavorable Ratings	11.2	10.0	18.7

*Responses for "Can't Say" are excluded

The findings presented in Table Q 77 #6 indicated that the ratio of favorable to unfavorable ratings for achievement of the educational objective to guide the student in acquiring the ability to do scientific thinking was considerably higher among generic program respondents than among registered nurse program respondents.

Educational Objective VI

Question 78 Q One Supp: "Please indicate how you feel this educational objective of the College was achieved during your educational program at the University."

Objective VI: To guide the student in acquiring attitudes, interest, knowledge and appreciations that will aid her in progressing toward the optimum of her potentialities in professional and community living and in continuing her personal growth toward maturity.

There were 360 usable responses and they are presented in Table Q 78 #1.

Table Q 78 #1. Percent of Responses For Levels of Achievement of Educational Objective VI

Objective VI: To Guide the Student in Acquiring Attitudes, etc., to Promote Professional and Personal Growth

	Responses	
Level of Achievement	N	%
Excellent	123	34.2
Good	188	52.2
Fair	37	10.3
Poor	9	2.5
Can't Say	3	0.8
Total	360	100.0

The ranking respondents gave to achievement of Educational Objective VI, by Class, is presented in Table Q 78 #2.

Table Q 78 #2. Achievement of Educational Objective VI: To Guide the Student In Acquiring Attitudes, etc., To Promote Professional and Personal Growth, by Class

Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Rate of Level of Achievement Excellent %	Good %	Fair %	Poor %	Can't Say %
1960	7	1967	19	36.8	42.1	15.8	0.0	5.3
1961	6	↑	20	45.0	45.0	10.0	0 0	0.0
1962	5		22	40.9	54.5	4.5	0.0	0.0
1963	4		6	0.0	83.3	16.7	0.0	0.0
1964	3	↓	20	60.0	35.0	5.0	0.0	0.0
1965	2	1967	18	22.2	55.6	22.2	0.0	0.0
1966	↑	1968	26	50.0	34.6	11.5	3.8	0.0
1967		1969	13	23.1	53.8	15.4	7.7	0.0
1968		1970	35	14.3	54.3	20.0	11.4	0.0
1969		1971	31	32.3	64.5	3.2	0.0	0.0
1970		1972	36	41.7	44.4	11.1	2.8	0.0
1971		1973	31	51.6	35.5	9.7	0.0	3.2
1972		1974	21	19.0	66.7	4.8	9.5	0.0
1973	↓	1975	21	19.0	81.0	0.0	0.0	0.0
1974	2	1976	41	29.3	58.4	9.8	0.0	2.4
Total			360	Av. 34.2	52.2	10.8	2.5	0.8

A comparison was made of the number and percent of responses recorded for each level of achievement by respondents who answered the Supplement 3-7 years after graduation and by those who answered at 2 years after graduation. The findings of this comparison are presented in Table Q 78 #3.

Table Q 78#3. Percent of Responses for Levels of Achievement of Educational Objective VI, By 2 Graduation-Response Intervals

Objective VI: To Guide the Student In Acquiring Attitudes, etc., to Promote Professional and Personal Growth

Grad-Resp. Interval	Level of Achievement Excellent Responses %	Good Responses %	Fair Responses %	Poor Responses %	Can't Say Responses %
3-7 Years N=87	42.5	47.1	9.2	0.0	1.1
2 Years N=273	31.5	53.8	10.6	3.3	0.7

Considering "excellent" and "good" as favorable ratings and "fair" and "poor" as unfavorable ratings, a comparison was made of the favorable and unfavorable ratings recorded by the total group of 360 respondents and the 2 graduation-response interval groups. The findings of this comparison are presented in Table Q 78 #4.

Table Q 78 #4. Percent of Favorable and Unfavorable Ratings For Achievement of Educational Objective VI, By Total Group of Respondents and By 2 Graduation-Response Interval Groups

Objective VI: To Guide the Student In Acquiring Attitudes, etc., To Promote Professional and Personal Growth

Grad-Resp. Intervals:	Total Group 2-7 Years *N=357	3-7 Years N=86	2 Years N=271
Percent of Favorable Ratings	87.1	90.7	86.0
Percent of Unfavorable Ratings	12.9	9.3	14.0

*Responses for "Can't Say" are excluded

The findings presented in Table Q 78 #4 indicated that the ratio of favorable to unfavorable ratings for achievement of Education Objective VI was higher among respondents replying to the Supplement from 3 to 7 years after graduation than it was among those replying 2 years after graduation, but there was an 11% shift toward the excellent rating with the increased years of experience (Table 78 #3).

A comparison was made of the percent of responses for achievement of Educational Objective VI that were recorded by respondents of the generic and registered nurse programs. The findings of this comparison are presented in Table Q 78 #5.

Table Q 78 #5. Percent of Responses for Educational Objective VI, By Respondents' UTCN Program

Objective VI: To Guide the Student in Acquiring Attitudes, etc., To Promote Professional and Personal Growth

Level of Achievement	Generic Program N=310 Responses %	Registered Nurse Program N=50 Responses %
Excellent	34.5	32.0
Good	52.3	52.0
Fair	9.7	14.0
Poor	2.9	0.0
Can't Say	0.6	2.0
Total	100.0	100.0

Considering "excellent" and "good" as favorable ratings and "fair" and "poor" as unfavorable ratings, a comparison was made of ratings recorded by the total group of 360 respondents and the 2 program groups for Educational Objective VI. The findings of this comparison are presented in Table Q 78 #6.

Table Q 78 #6. Percent of Favorable and Unfavorable Ratings for Achievement Of Educational Objective VI, By Total Group of Respondents and By Respondents' UTCN Program

Objective VI: To Guide the Student in Acquiring Attitudes, etc., To Promote Professional and Personal Growth

	Total Group N=357	Generic Program N=308	Registered Nurse Program N=49
Percent of Favorable Ratings	87.1	87.3	85.7
Percent of Unfavorable Ratings	12.9	12.6	14.3

*Responses for "Can't Say" are excluded

The findings presented in Table Q 78 #6 indicated that the ratio of favorable to unfavorable responses for achievement of Educational Objective VI was practically the same for respondents of the 2 program groups.

Educational Objective VII

Question 79 Q One Supp: "Please indicate how you feel this educational objective of the College was achieved during your educational program at the University."

Objective VII: To guide the student in acquiring the necessary educational foundation for progression in the next level of academic preparation in nursing.

There were 358 usable responses and they are presented in Table Q 79 #1.

Table Q 79 #1. Percent of Responses For Achievement of Educational Objective VII

Objective VII: To Guide the Student in Acquiring the Educational Foundation For Progression in the Next Level of Academic Preparation In Nursing

Level of Achievement	Responses N	Responses %
Excellent	144	40.2
Good	171	47.8
Fair	15	4.2
Poor	1	0.3
Can't Say	27	7.5
Total	358	100.0

The ranking respondents gave to achievement of Educational Objective VII, By Class, is presented in Table Q 79 #2.

Table Q 79 #2. Achievement of Educational Objective VII: To Guide the Student In Acquiring the Necessary Educational Foundation For Progression in the Next Level of Academic Preparation In Nursing, by Class

Class	Grad-Resp. Interval Years	Year of Response	Respondents N	Rate of Level of Achievement Excellent %	Good %	Fair %	Good %	Can't Say %
1960	7	1967	19	36.8	42.1	10.5	5.3	5.3
1961	6	↑	20	55.0	35.0	5.0	0.0	5.0
1962	5		21	52.4	28.6	4.8	0.0	14.3
1963	4		6	66.7	33.3	0.0	0 0	0.0
1964	3	↓	19	31.6	63.2	0.0	0.0	5.3
1965	2	1967	18	33.3	33.3	11.1	0.0	22.2
1966	↑	1968	27	37.0	59.3	0.0	0.0	3.7
1967		1969	13	15.4	53.8	7.7	0.0	23.1
1968		1970	35	17.1	68.6	2.9	0.0	11.4
1969		1971	31	41.9	45.2	0.0	0.0	12.9
1970		1972	37	54.1	29.7	10.8	0.0	5.4
1971		1973	31	48.4	41.9	6.5	0.0	3.2
1972		1974	21	47.6	42.9	4.8	0.0	4.8
1973	↓	1975	20	50.0	50.0	0.0	0.0	0.0
1974	2	1976	40	32.5	65.0	0.0	0.0	2.5
Total			358	Av. 40.2	47.8	4.2	0.3	7.5

A comparison was made of the percent of responses recorded for each level of achievement by respondents who answered the Supplement 3-7 years after graduation and those who answered 2 years after graduation. The findings of this comparison are presented in Table Q 79 #3.

Table Q 79 #3. Percent of Responses For Achievement of Educational Objective VII, By 2 Graduation-Response Intervals

Objective VII: To Guide the Student In Acquiring the Necessary Educational Foundation For Progression in the Next Level of Academic Preparation in Nursing

Grad-Resp. Interval	Excellent Responses %	Good Responses %	Fair Responses %	Poor Responses %	Can't Say Responses %
3-7 Years N=85	45.9	41.2	4.7	1.2	7.1
2 Years N=273	38.5	49.8	4.0	0.0	7.6

Considering "excellent" and "good" as favorable ratings and "fair" and "poor" as unfavorable ratings a comparison was made of favorable and unfavorable ratings recorded by the total group of 358 respondents and the 2 graduation-response interval groups. The findings of this comparison are presented in Table Q 79 #4.

Table Q 79 #4. Percent of Favorable and Unfavorable Ratings For Achievement of Educational Objective VII, By Total Group of Respondents and 2 Graduation-Response Interval Groups

Objective VII: To Guide the Student In Acquiring the Necessary Educational Foundation For Progression In the Next Level of Academic Preparation In Nursing

Grad-Resp. Intervals:	Total Group 2-7 Years *N=331	3-7 Years N=79	2 Years N=252
Percent of Favorable Ratings	95.2	93.7	95.6
Percent of Unfavorable Ratings	4.8	6.3	4.4

*Responses for "Can't Say" are excluded

The findings presented in Table Q 79 #4 indicated that the ratio of favorable to unfavorable responses for achievement of Educational Objective VII was the same for the 2 sub-groups as for the total group; there was a slight shift toward the excellent rating for the 3-7 year group (Table Q 79 #3).

A comparison was made of the percent of responses for achievement of Educational Objective VII recorded by respondents of the generic and registered nurse programs. The findings of this comparison are presented in Table Q 79 #5.

Table Q 79 #5. Percent of Responses For Achievement of Educational Objective VII, By Respondents' UTCN Program

Objective VII: To Guide the Student In Acquiring the Necessary Educational Foundation For Progression in the Next Level of Academic Preparation in Nursing

Level of Achievement	Generic Program N=308 Responses %	Registered Nurse Program N=50 Responses %
Excellent	40.6	38.0
Good	47.1	52.0
Fair	3.8	8.0
Poor	0.3	0.0
Can't Say	8.4	2.0
Total	100.0	100.0

Considering "excellent" and "good" as favorable ratings and "fair" and "poor" as unfavorable ratings, a comparison was made of the ratings recorded by the total group of 358 respondents and by the 2 program groups for achievement of Educational Objective VII. The findings are presented in Table Q 79 #6.

Table Q 79 #6. Percent of Favorable and Unfavorable Ratings For Achievement of Educational Objective VII, By Total Group and By Respondents' UTCN Program

Objective VII: To Guide the Student In Acquiring the Necessary Educational Foundation For Progression in the Next Level of Academic Preparation In Nursing

	Total *N=331	Generic Program N=282	Registered Nurse Program N=49
Percent of Favorable Ratings	95.2	95.7	91.8
Percent of Unfavorable Ratings	4.8	4.2	8.2

*Responses for "Can't Say" are excluded

The findings presented in Table Q 79 #6 indicated that the ratio of favorable to unfavorable ratings for achievement of the educational objective to guide the student in acquiring the necessary educational foundation for progression in the next level of academic preparation in nursing was only slightly higher among generic program respondents than among registered nurse program respondents.

SUGGESTIONS FOR CHANGES IN THE PROGRAM

Question 80 Q One Supp: "Do you feel there should have been any of the following changes in your baccalaureate program at the University of Tennessee College of Nursing? (Circle all that apply)"

There were 911 usable responses from 365 respondents. The findings are presented in descending order of frequency in Table Q 80 #1.

Table Q 80 #1. Percent of Responses For Changes In Baccalaureate Program at UTCN

Changes That Should Have Been Made In Baccalaureate Program	Responses N	%
More Opportunities For Application of Nursing Principles In Clinical Setting	234	25.7
Greater Exposure To Professional Nursing In The Clinical Setting	204	22.4
Improvement In Relationships With Other Colleges of the University	119	13.1
Greater Variety of Clinical Experiences	106	11.6
More Nursing Electives	99	10.9
Other	57	6.3
More Academic Electives	56	6.2
No Major Change Needed	28	3.1
Higher Requirements For The Degree, e.g., More Credit Hours, Higher Grade Average	8	0.9
Total	911	100.2

The number and percent of responses for each change, by Class, are presented in Table A 22 Appendix A.

A detailed consideration of the 57 responses to the "Other" option is presented in Table A 23 Appendix A.

The number and percent of the responses to the "Other" option and the number and percent of the suggestions offered for changes in the "Other" option are presented, by Class, in Table Q 80 #2.

Table Q 80 #2. Percent of Responses to "Other" by Class; Percent of Suggestions for Change in UTCN Program, By Class

	Respondents	Responses To "Other"		Suggestions For Change	
Class	N	N	%	N	%
1960	19	3	5.3	4	5.6
1961	20	1	1.8	1	1.4
1962	22	1	1.8	1	1.4
1963	6	1	1.8	1	1.4
1964	20	4	7.0	4	5.6
1965	18	2	3.5	4	5.6
1966	27	5	8.8	7	9.9
1967	13	2	3.5	3	4.2
1968	35	8	14.0	8	11.3
1969	32	7	12.3	8	11.3
1970	37	7	12.3	13	18.3
1971	32	6	10.5	7	9.9
1972	22	2	3.5	2	2.8
1973	21	1	1.8	1	1.4
1974	41	7	12.3	7	9.9
Total	365	57	100.2	71	100.0

Respondents who recorded a response in the "Other" option in Question 80 were asked to specify changes that should have been made in the baccalaureate program they attended. 10 major areas were identified among these specifications. Although there were only 57 of the Supplements in which respondents recorded a choice for "Other," there were 71 individual changes specified as being needed.

47 respondents specified only one change each	47
7 additional respondents specified 2 changes	14
2 additional respondents specified 3 changes	6
1 additional respondent specified 4 changes	4
Total 57	Changes 71

The number and percent of the responses to the "Other" option and the number and percent of the suggestions offered for changes in the "Other" option are presented, by Class, in Table Q 80 #2.

Table Q 80 #2. Percent of Responses to "Other" by Class; Percent of Suggestions for Change in UTCN Program, By Class

	Respondents	Responses To "Other"		Suggestions For Change	
Class	N	N	%	N	%
1960	19	3	5.3	4	5.6
1961	20	1	1.8	1	1.4
1962	22	1	1.8	1	1.4
1963	6	1	1.8	1	1.4
1964	20	4	7.0	4	5.6
1965	18	2	3.5	4	5.6
1966	27	5	8.8	7	9.9
1967	13	2	3.5	3	4.2
1968	35	8	14.0	8	11.3
1969	32	7	12.3	8	11.3
1970	37	7	12.3	13	18.3
1971	32	6	10.5	7	9.9
1972	22	2	3.5	2	2.8
1973	21	1	1.8	1	1.4
1974	41	7	12.3	7	9.9
Total	365	57	100.2	71	100.0

Respondents who recorded a response in the "Other" option in Question 80 were asked to specify changes that should have been made in the baccalaureate program they attended. 10 major areas were identified among these specifications. Although there were only 57 of the Supplements in which respondents recorded a choice for "Other," there were 71 individual changes specified as being needed.

47 respondents specified only one change each	47
7 additional respondents specified 2 changes	14
2 additional respondents specified 3 changes	6
1 additional respondent specified 4 changes	4
Total 57	Changes 71

The number and percent of the 71 suggestions and their distribution among the 10 major areas of change are presented in Table Q 80 #3.

Table Q 80 #3. Percent of Suggestions For Change In Program By 10 Major Areas

Changes In Program Suggested By Respondents Specified In "Other" Responses	Responses	
	N	%
Addition of Courses (non-clinical)	4	5.6
Changes In Existing Courses (non-clinical)	5	7.0
Additional Instruction and Practice In Nursing Procedures and Skills	3	4.2
Some and/or Additional Clinical Experience In Specific Settings	11	15.5
Changes In Existing Courses (Clinical)	3	4.2
Changes in the Program In General	5	7.0
Changes in the Registered Nurse Program	4	5.6
Changes in Student-Faculty Relations	10	14.1
Changes In General in the Existing Clinical Experiences	4	5.6
Changes To Prepare the Student For Transition From the Role of Student To the Role of Graduate	22	31.0
Total	71	99.8

The detailed listing of the 71 suggestions for change and the year of graduation of the respondent(s) who made each suggestion is presented in Table A 23 Appendix A.

A comparison was made of the number and percent of responses recorded for each of the 9 options by respondents who answered the Supplement from 3-7 years after graduation and those who answered it 2 years after graduation. The findings of this comparison are presented in Table Q 80 #4.

Table Q 80 #4. Percent of Responses For Changes That Should Have Been Made In Baccalaureate Program, By 2 Graduation-Response Intervals

	Graduation-Response Intervals			
	3-7 Years		2 Years	
	Responses		Responses	
Needed Changes	N	%	N	%
More Opportunities For Application of Nursing Principles In Clinical Setting	44	23.4	190	26.3
Greater Variety of Clinical Experiences	24	12.8	82	11.3
Greater Exposure To Professional Nursing In the Clinical Setting	47	25.0	157	21.7
More Nursing Electives	9	4.8	90	12.4
More Academic Electives	23	12.2	33	4.6
Higher Requirements for the Degree	0	0.0	8	1.1
Improvement In Relationships With Other Colleges of the University	16	8.5	103	14.2
No Major Change Needed	15	8.0	13	1.8
Other	10	5.3	47	6.5
Total	188	100.0	723	99.9

A comparison was made of the number and percent of responses to Question 80 that were recorded by respondents of the generic and registered nurse programs, by the options offered for changes. The findings of this comparison are presented in Table Q 80 #5.

Table Q 80 #5. Percent of Responses For Needed Changes In Program, By Respondents' UTCN Program

	Total Population		Generic Program		Registered Nurse Program	
	Responses		Responses		Responses	
Needed Changes	N	%	N	%	N	%
More Opportunities For Application of Nursing Principles In the Clinical Setting	234	25.7	212	26.4	22	20.6
Greater Variety of Clinical Experiences	106	11.6	94	11.7	12	11.2
Greater Exposure To Professional Nursing in the Clinical Setting	204	22.4	182	22.6	22	20.6
More Nursing Electives	99	10.9	84	10.4	15	14.0
More Academic Electives	56	6.1	46	5.7	10	9.3
Higher Requirements for the Degree	8	0.9	8	1.0	0	0.0
Improvement In Relationships With Other Colleges of the University	119	13.1	108	13.4	11	10.3
No Major Changes Needed	28	3.1	21	2.6	7	6.5
Other	57	6.2	49	6.1	8	7.5
Total	911	100.0	804	99.9	107	100.0

A comparison was made of the number and percent of responses, by Class, for the Total 911 responses to Question 80 Q One Supp. (changes needed in respondents program of study). The findings are presented in Table Q 80 #6.

Table Q 80 #6. Percent of Responses Per Respondent to Q 80 Q One Supp., by Class.

Class	Number of Respondents	Number of Responses	Average # of Responses per Respondent	Percent of Total Responses
1960	19	33	1.7	3.6
1961	20	43	2.2	4.7
1962	22	56	2.5	6.1
1963	6	12	2.0	1.3
1964	20	44	2.2	4.8
1965	18	47	2.6	5.2
1966	27	70	2.6	7.7
1967	13	36	2.8	4.0
1968	35	98	2.8	10.6
1969	33	94	2.8	10.3
1970	37	91	2.5	10.0
1971	32	74	2.3	8.1
1972	21	57	2.7	6.3
1973	21	50	2.4	5.5
1974	41	106	2.6	11.6
Total	365	911	Mean Average 2.4	99.8

The findings on this subject of changes in the program of study that respondents felt should have been made indicated that respondents would have welcomed more, and more varied, clinical nursing experiences, greater exposure to professional nursing role models in the clinical setting, better relationships with other Colleges within the University and more nursing electives.

The overall ranking of changes that is presented in Table Q 80 #1 was supported, on the whole, by findings from the more detailed consideration of the data, by Class, by option and by analysis of the responses to the "Other" option. However, there were two suggestions for change that received significant attention in the "Other" category that had no counterpart among the options in Question 80, namely, changes to prepare the student for the transition from the role of student to the role of graduate and changes in student-faculty relations (Table Q 80 #3 and Table A 23 Appendix A).

The most obvious differences in the feelings about changes that should have been made, recorded by those in the two graduation-response interval groups (Table Q 80 #4) were that the two year group emphasized the need for more nursing electives and improved relationships with other Colleges within the University, while the 3-7 year group emphasized the need for more academic electives in the program. The latter group also indicated, to a greater degree than did the two year group, that they felt that no major changes were needed in the program they had followed.

Comparing the feelings about changes that were expressed by the generic and registered nurse program respondents (Table Q 80 #5), the findings indicated that the major differences were in feelings about the need for more opportunity to apply nursing principles in the clinical setting which were emphasized by generic program respondents and in feelings about the need for more electives, both in nursing and in academic courses which were emphasized by the registered nurse program respondents. The latter group also tended more toward the feeling that no major changes were needed.

SUGGESTIONS FOR IMPROVEMENTS IN THE PROGRAM

Question 81 Q One Supp: "Do you feel that any of the following aspects of the educational program needed improving when you were a student in The University of Tennessee College of Nursing? (Circle all that apply)"

There were 706 usable responses from 365 respondents. The findings are presented in descending order of frequency in Table Q 81 #1.

Table Q 81 #1. Percent of Responses For Improvements in the Baccalaureate Program At UTCN

	Responses	
Aspects of Program Needing Improvement	N	%
Teaching Methods in the Classroom	140	19.8
Teaching Methods in the Clinical Areas	136	19.3
Student-faculty Relationships	124	17.6
Evaluation of Student Performance in the Clinical Areas	119	16.9
No Major Improvement Was Needed	78	11.0
Professional Competence of Faculty	54	7.6
Academic Preparation of Faculty	28	4.0
Other	27	3.8
Total	706	100.0

The number and percent of responses for each improvement, by Class, are presented in Table A 24 Appendix A.

Detailed consideration of the 27 responses to the "Other" option is presented in Table A 25 Appendix A.

The number and percent, by Class, of the 27 responses to the "Other" option are presented in Table Q 81 #2.

Table Q 81 #2. Number and Percent of "Other" Responses For Improvements In UTCN Program, by Class

Class	N Returning Q One Supp	Responses To "Other" N	Responses To "Other" %
1960	19	2	7.4
1961	20	1	3.7
1962	22	3	11.1
1963	6	1	3.7
1964	20	0	0.0
1965	18	1	3.7
1966	27	0	0.0
1967	13	1	3.7
1968	35	2	7.4
1969	32	4	14.8
1970	37	6	22.2
1971	32	2	7.4
1972	22	1	3.7
1973	21	0	0.0
1974	41	3	11.1
Total	365	27	99.9

Respondents who recorded a response in the "Other" option were asked to specify the aspects of the program that needed improvement.

There were the same number of suggestions as there were respondents in the case of the "Other" option in Question 81 Q One Supp; each respondent made only one suggestion for improvement.

The number and percent of the suggestions for improvement are presented in Table Q 81 #3.

Table Q 81 #3. Percent of Suggestions For Improvements in the UTCN Program, By 5 Major Areas

Aspects of UTCN Program Needing Improvement As Specified In "Other" Responses	Responses N	Responses %
Courses in the Program	9	33.3
Faculty	6	22.2
Clinical Experience	5	18.5
Student-Faculty Relationships	4	14.8
Transition From Student Role to Graduate Nurse Role	3	11.1
Total	27	99.9

The detailed listing of the 27 suggestions for improvement and the year of graduation of the respondent who made each suggestion is presented in Table A 25 Appendix A.

A comparison was made of the number and percent of responses recorded for each of the aspects needing improvement by respondents who answered the Supplement from 3-7 years after graduation and those who answered it 2 years after graduation. The findings of this comparison are presented in Table 81 #4.

Table 81 #4. Percent of Responses for Needed Improvements in UTCN Program, By 2 Graduation Response Intervals

	Graduation-Response Intervals			
	3-7 Years		2 Years	
	Responses		Responses	
Aspects of the Program Needing Improvement	N	%	N	%
Professional Competence of Faculty	10	6.8	44	7.9
Academic Preparation of Faculty	13	8.8	15	2.7
Teaching Methods In Classroom	21	14.2	119	21.3
Teaching Methods In Clinical Areas	27	18.2	109	19.5
Evaluation of Student Performance in Clinical Area	31	20.9	88	15.8
Student-faculty Relationships	10	6.8	114	20.4
No Major Improvement Was Needed	29	19.6	49	8.8
Other	7	4.7	20	3.6
Total	148	100.0	558	100.0

A comparison was made of the number and percent of responses to Question 81 that were recorded by respondents of the generic and registered nurse programs by the options offered for improvement.

The findings of this comparison are presented in Table Q 81 #5.

Table Q 81 #5. Percent of Responses For Needed Improvements in Program By Respondents' UTCN Program

	Total Population		Generic Program		Registered Nurse Program	
	Responses		Responses		Responses	
Aspects of the Program Needing Improvement	N	%	N	%	N	%
Professional Competence of Faculty	54	7.6	50	8.1	4	4.3
Academic Preparation of Faculty	28	4.0	28	4.6	0	0.0
Teaching Methods in the Classroom	140	19.8	113	18.7	25	27.2
Teaching Methods in the Clinical Areas	136	19.3	117	19.1	19	20.7
Evaluation of Student Performance In Clinical Area	119	16.9	106	17.3	13	14.1
Student-faculty Relationships	124	17.6	110	17.9	14	15.2
No Major Improvement Was Needed	78	11.0	64	10.4	14	15.2
Other	27	3.8	24	3.9	3	3.3
Total	706	100.0	614	100.0	92	100.0

A comparison was made of the number and percent of responses, by Class, for the total 706 responses to Question 81 on the supplement. The findings are presented in Table Q 81 #6.

Table Q 81 #6. Percent of Responses Per Respondent to Question 81 Q One Supp By Class

Class	Number of Respondents	Number of Responses	Average Number of Responses Per Respondent	Percent of Total Responses
1960	19	30	1.6	4.2
1961	20	28	1.4	4.0
1962	22	48	2.2	6.8
1963	6	13	2.2	1.8
1964	20	29	1.5	4.1
1965	18	37	2.1	5.2
1966	27	49	1.8	6.9
1967	13	45	3.5	6.4
1968	35	86	2.5	12.2
1969	32	66	2.1	9.3
1970	37	65	1.8	9.2
1971	32	55	1.7	7.8
1972	22	41	1.9	5.8
1973	21	33	1.6	4.7
1974	41	81	2.0	11.5
Total	365	706	Mean Av. 1.9	99.9

The findings on this subject of improvements in the program that respondents felt should have been made indicated that respondents placed almost equal emphasis on the need for improvement in each of 4 aspects of the program, i.e., teaching methods in the class-room, teaching methods in the clinical areas, student-faculty relationships and the evaluation of student performance in the clinical areas.

The aspect of the program identified as preparation for the transition from the role of the student to the role of the graduate nurse appeared again as needing improvement in responses to the "Other" option as it did in Question 80.

Student-faculty relationship was offered as an option in Question 81 and it ranked high as an aspect of the program needing improvement. This finding supported the significance of this aspect that was identified in the "Other" responses to Question 80.

The most obvious differences in the feelings about aspects that needed improvement recorded by respondents in the 2 graduation-response interval groups (Table Q 81 #4) were that the 2 year group emphasized the need for improvement in teaching methods in the classroom and student-faculty relations to a greater extent than did the 3-7 year group, while the 3-7 year group emphasized academic preparation of the faculty and evaluation of *student performance in the clinical areas to a greater extent than did the 2 year group. The 3-7 year group tended more toward the feeling that no major improvements were needed in the program.*

Comparing the feelings about improvements that were needed that were expressed by generic program respondents and registered nurse program respondents (Table Q 81 #5), the findings indicated that there were differences in relatively few of the aspects of the program that were offered as options. The generic program respondents felt slightly more concerned than did the registered nurse program respondents that the professional competence and academic preparation of the faculty needed to be improved, whereas the registered nurse program respondents felt more concern for the need to improve teaching methods in the classroom than did the generic program respondents.

Summary

There are factors that bear on an evaluation such as this one, particularly when it extends over a ten year period. Some factors relate to the program that is being evaluated and others relate to the evaluators. Among the former can be cited changes in faculty philosophy, in curriculum, in clinical practice facilities and accreditation status of the program. Some factors that relate to the evaluators include the difference in the graduation-response interval and the types of positions that the evaluators held during this interval.

At this point the writers have made no study of the data with any of these factors in mind; it is possible that such a study can be done in the future.

Program revision at UTCN could well attend primarily to the changes identified in responses to Question 80 and the improvements identified in responses to Question 81 Q One Supp.

The general areas needing change and/or improvement in the program were

the clinical nursing experience including more access to professional nursing role models in this setting

the relationships of the Colleges within the University

the availability of more nursing electives

the transition from the role of student to the role of graduate

the relationship of students and faculty

the teaching methods in the classroom and the clinical areas and evaluation of student performance in the clinical areas.

Nursing Education and Present Position

Question 31: "Do you believe your present job could be performed satisfactorily by an individual with less formal nursing education than you have? (Circle one)"

There were 372 usable responses and they are presented in descending order of frequency in Table Q 31 #1.

Table Q 31 #1. Percent of Responses For Opinion on Nursing Education Needed to Perform Present Job

Opinion	Responses N	Responses %
No	185	49.7
Yes	148	39.8
Undecided	32	8.6
Not Applicable	7	1.9
	372	100.0

Since approximately 90% of the responses were recorded for either the "yes" or "no" opinion, only these two are presented, by percent and by Class, in Table Q 31 #2.

Table Q 31 #2. Percent of Responses For Yes and No Opinion About Amount of Formal Nursing Education Needed to Perform Present Job, By Class

Class	Grad-Resp. Interval	Year of Response	Could Your Present Job Be performed by individual with less formal nursing education than you have? Yes Percent of Responses	No Percent of Responses
1954	13	1967	14	57
1955	12	↑	41	41
1956	11		7	71
1957	10		30	61
1958	9		10	65
1959	8		41	50
1960	7		57	42
1961	6		18	81
1962	5		21	71
1963	4		75	25
1964	3	↓	28	64
1965	2	1967	50	44
1966	↑	1968	33	58
1967		1969	25	66
1968		1970	46	46
1969		1971	52	34
1970		1972	53	28
1971		1973	50	38
1972		1974	36	52
1973	↓	1975	57	33
1974	2	1976	44	50

For 2 Classes, the percent of "yes" and "no" responses is identical, the Classes that graduated in 1955 and 1968. In the remaining 19 Classes the percent of "yes"responses exceeds the "no" responses in 7 Classes and the percent of "no" responses exceeds the "yes" responses in 12 Classes.

A comparison was made of the responses recorded by those who had 3-13 years of experience since graduation with those who had only 2 years of experience. The findings are presented in Table Q 31 #3.

Table Q 31 #3. Percent of Responses For Opinion On Education Needed to Perform Job, By Two Graduation-Response Intervals

Grad-Resp. Interval	Opinion: Yes Responses N	%	No Responses N	%	Other Responses N	%
3-13 Years N=128	34	26.6	78	60.9	16	12.5
2 Years N=244	114	46.7	107	43.8	23	7.4

In the responses from the 9 Classes that had from 3-13 years of experience since graduation only one Class had a greater percent of "yes" than "no" responses. In the responses from the 10 Classes with only 2 years of experience there were 5 Classes that had a greater percent of "yes" than "no" responses.

A comparison was made of the responses recorded by generic and registered nurse program respondents. The findings of this comparison are presented in Table Q 31 #4.

Table Q 31 #4. Percent of Responses For Opinion on Education Needed to Perform Job, By Respondents' UTCN Program

	Total Population		Generic Program		Registered Nurse Program	
	Responses		Responses		Responses	
Opinion	N	%	N	%	N	%
Yes	148	39.8	129	41.6	19	30.6
No	185	49.7	145	46.8	40	64.5
Undecided	32	8.6	29	9.4	3	4.8
No Applicable	7	1.9	2	2.3	0	0.0
Total	372	100.0	310	100.1	62	99.9

A comparison was made of the responses recorded by the generic program respondents who had 3-13 years of experience since graduation and those who had 2 years of experience. The findings of this comparison are presented in Table Q 31 #5.

Table Q 31 #5. Percent of Responses For Opinion on Education Needed To Perform Present Job, By Respondents of Generic Program, By 2 Graduation-Response Intervals

	Opinion					
Grad-Resp. Interval	Yes Responses		No Responses		Other Responses	
	N	%	N	%	N	%
3-13 years N=101	29	28.7	58	57.4	14	13.9
2 Years N=209	100	47.8	87	41.6	22	10.5

A comparison was made of the responses recorded by the registered nurse program graduates who had 3-13 years of experience since graduation with those who had 2 years of experience. The findings of this comparison are presented in Table Q 31 #6.

Table Q 31 #6. Percent of Responses For Opinion On Education Needed to Perform Job, By Respondents of Registered Nurse Program and By 2 Graduation-Response Intervals

Grad-Resp. Interval	Opinion: Yes Responses N	Yes Responses %	No Responses N	No Responses %	Other Responses N	Other Responses %
3-13 Years N=27	5	18.5	20	74.1	2	7.4
2 Years N=35	14	40.0	20	57.1	1	2.9

The findings in relation to Question 31 indicated that

the shorter the graduation-response interval, the more likely it was that the respondent answered positively, indicating the opinion that someone with less formal nursing education than she had could perform satisfactorily in her present nursing position;

the registered nurse program respondent was more likely to give the negative response than was the generic program respondent, regardless of the length of the graduation-response interval;

the respondents who felt least replaceable were the registered nurse program graduates responding 3-13 years after graduation, whereas the respondents who felt most replaceable were generic program graduates responding 2 years after graduation;

the increment of change in this feeling of not being replaceable with the increase in the graduation-response interval, however, was similar for both groups of respondents.

The writers suggested that these findings are most readily understood in light of the probability that the longer a nurse was employed, the more likely it is that she was in a position requiring more education. Furthermore, the registered nurse program respondent was more likely to have had additional experience and may have earned the baccalaureate degree in order to assume an even more responsible position.

Chapter 7

CONTINUOUS NURSING CAREERS

Responses recorded by a modal group of generic program respondents were selected for additional analysis. This modal group numbered 100 respondents, each of whom was employed full-time or part-time in nursing,or was engaged in the study of nursing at the times each answered Q One and Q Two. The respondents in the modal group thus constituted a group of UTCN graduates who had been engaged in nursing activities almost continuously since graduation. They were members of the Classes of 1954 through 1969.

A control group, designated the non-modal group, was identified for comparison of findings where such comparisons appeared to be appropriate. The non-modal group numbered 119 generic program respondents who answered both questionnaires but were not necessarily employed in nursing or studying nursing at the time they answered one or the other or both of the questionnaires. They, also, were members of the Classes 1954 through 1969.

The remaining 105 generic program respondents from these Classes who answered Q One did not respond to Q Two and were, therefore, excluded from the following comparisons.

The modal group was numerically representative of the total respondent population, by Class.

Composition of the Modal and the Non-Modal Groups

The number of modal group and non-modal group respondents and the percent of generic program respondents that qualified for each group are presented,, by Q one, Q Two and by Class, in Table MG #1.

Table MG #1. Percent of Generic Program Respondents, Q One and Q Two, Who Qualified For Modal or Non-Modal Group, By Class

			Questionnaire One				Questionnaire Two			
			Modal Group		Non-Modal Group				Modal Group	Non-Modal Group
Class	Grad-Resp. Interval Years	Generic Program Respondents N	Modal Group Respondents N	Percent In Modal Group %	Non-modal Group Respondents N	Percent In Non-modal Group %	Grad-Resp. Interval Years	Generic Program Respondents N	Percent In Modal Group %	Percent In Non-modal Group %
1954	13	20	5	25.0	11	55.0	18	16	31.3	68.8
1955	12	17	6	35.3	5	29.4	17	11	54.0	45.5
1956	11	32	9	28.1	11	34.4	16	20	45.0	55.0
1957	10	23	3	13.0	11	47.8	15	14	21.4	73.3
1958	9	27	7	25.9	13	48.1	14	20	35.0	65.0
1959	8	17	5	29.4	6	35.3	13	11	45.5	54.5
1960	7	18	6	33.3	5	27.8	12	11	54.5	45.5
1961	6	17	2	11.8	12	70.6	11	14	14.3	85.7
1962	5	21	5	23.8	6	28.6	10	11	45.5	54.5
1963	4	6	1	16.7	2	33.3	9	3	33.3	66.7
1964	3	15	4	26.7	5	33.3	8	9	44.4	55.6
1965	2	16	10	62.5	3	18.8	7	13	76.9	23.1
1966	2	22	7	31.8	9	40.9	7	16	43.8	56.3
1967	2	12	2	16.7	4	33.3	7	6	33.3	66.7
1968	2	34	17	50.0	11	32.4	7	28	60.7	39.3
1969	2	27	11	40.7	5	18.5	7	16	68.8	31.3
Total		324	100		119		219			
Mean of Class Percents				29.4		36.7			45.9	55.4
Range of Percents				11.8 - 62.5%		18.5 - 70.6%			14.3-76.9%	23.1-85.7%

An analysis of the representativeness of the modal and non-modal groups by Q One and Q Two and by Class is presented in Table MG #2.

Table MG #2. Percent of Respondents Who Met Criteria For Modal and Non-Modal Groups, By Class

	Q One		Q Two	
	Differences In Responses		Differences In Responses	
Class	Modal %	Non-Modal %	Modal %	Non-Modal %
1954		30.0		37.5
1955	5.9		8.5	
1956		6.3		10.0
1957		34.8		51.9
1958		22.2		30.0
1959		5.9		9.0
1960	5.5		9.0	
1961		58.8		71.0
1962		4.8		9.0
1963	16.6			33.4
1964		6.6		11.2
1965	43.7		53.8	
1966		9.1		12.5
1967		16.7		33.4
1968	17.2		21.4	
1969	22.2		37.5	
Mean Percent Difference	18.5	19.5	26.0	28.1

The above table indicated that, for the total group under consideration, the number of modal group respondents was not significantly different from the non-modal group for both questionnaires.

GEOGRAPHIC REGIONS OF ORIGIN, RESIDENCE AND EMPLOYMENT

A comparison was made of the number and percent of respondents in the modal and non-modal groups who identified each of the 10 geographic regions as that in which they had lived most of their lives prior to enrollment in the College of Nursing (Question 1 Q One) and as those in which they had lived most of the time after graduation from the College of Nursing (Question 47 Q One).

Another comparison was made of the percent of responses recorded by respondents in the modal and non-modal groups for each of the 10 geographic regions as those in which they had been employed full-time or part-time as a nurse (Question 14 Q One and Question 4 Q Two).

The findings of these 2 comparison for both groups and for sub-groups on the basis of graduation-response intervals are presented in Table MG #3.

Table
MG #3. Comparison of Percent of Responses By Modal and Non-Modal Groups for Region of Origin, Region of Principal Residence After Graduation, Regions of Employment in Nursing for 1 year or more by Q One and Q Two and By 4 Graduation Response Intervals

	Group of Respondents	Grad-Resp. Interval Years	Respond-ents N	Responses N	New Eng. %	Mid Atl. %	So. Atl. %	Geographic Regions													
								East South Central													
								Tenn. %	Ala. %	Ky. %	Miss. %	Not Spec. %	W.So. Cent. %	E.No. Cent. %	W.No. Cent. %	Moun-tain %	Pac-ific %	Frgn. Count. %	"The South" %	Remaining Regions Plus For-eign Count. %	Positions Reported Per Re-spondent N
Residence Prior To Enrollment	Modal Total	2-13	100	100	0.0	1.0	6.0	61.0	0.0	2.0	8.0	17.0	5.0	0.0	0.0	0.0	0.0	0.0	99.0	1.0	
		3-13	63	63	0.0	1.6	4.8	60.3	0.0	3.2	12.7	14.3	3.2	0.0	0.0	0.0	0.0	0.0	98.4	1.6	
		2	37	37	0.0	0.0	8.1	62.7	0.0	0.0	0.0	21.6	8.1	0.0	0.0	0.0	0.0	0.0	100.0	0.0	
	Non-Modal Total	2-13	119	119	0.0	0.0	4.2	50.4	0.8	2.5	11.8	14.3	8.4	3.4	3.4	0.0	0.8	0.0	92.4	7.6	
		3-13	87	87	0.0	0.0	3.4	46.0	1.1	2.3	12.6	14.9	10.3	4.6	3.4	0.0	1.1	0.0	90.9	9.1	
		2	32	32	0.0	0.0	6.3	62.5	0.0	3.1	9.4	12.5	3.1	0.0	3.1	0.0	0.0	0.0	96.9	3.1	
Principal Residence After Graduation 1954-1971	Modal Total	2-13	100	99	1.0	2.0	7.1	64.6	2.0	2.0	4.0	1.0	9.1	2.0	0.0	0.0	2.0	3.0	90.0	10.0	
		3-13	63	62	0.0	3.2	8.1	59.7	3.2	3.2	6.5	1.6	6.5	1.6	0.0	0.0	3.2	3.2	88.4	11.6	
		2	37	37	2.7	0.0	5.4	73.0	0.0	0.0	0.0	0.0	13.5	2.7	0.0	0.0	0.0	2.7	91.9	8.1	
	Non-Modal Total	2-13	119	116	1.7	0.9	19.0	42.2	0.9	0.9	3.4	6.9	5.2	1.7	3.4	4.3	7.8	1.7	78.5	21.5	
		3-13	87	84	0.0	1.2	22.6	36.9	1.2	1.2	3.6	8.3	6.0	2.4	3.6	1.2	9.5	2.4	79.8	20.3	
		2	32	32	6.3	0.0	9.4	56.3	0.0	0.0	0.0	6.3	3.1	0.0	3.1	12.5	3.1	0.0	75.0	25.0	
Employed In Nursing For 1 or More Years 1954-1971 Q One	Modal Total	2-13	100	128	1.6	2.3	7.8	55.5	1.6	1.6	1.6	5.5	7.8	3.1	0.8	2.3	4.7	3.9	81.4	18.7	1.28
		3-13	63	87	1.1	2.3	9.2	49.4	2.3	2.3	2.3	8.0	5.7	2.3	1.1	2.3	6.9	4.6	79.2	20.6	1.38
		2	37	41	2.4	2.4	4.9	68.3	0.0	0.0	0.0	0.0	12.2	4.9	0.0	2.4	0.0	2.4	85.4	14.5	1.10
	Non-Modal Total	2-13	119	165	1.8	0.6	11.5	51.5	0.6	2.4	2.4	1.8	7.9	3.0	2.4	6.1	5.5	2.4	78.1	21.8	1.38
		3-13	187	130	0.8	0.8	13.1	50.0	0.8	2.3	3.1	0.8	7.7	3.8	3.1	4.6	6.2	3.1	77.8	22.4	1.49
		2	32	35	5.7	0.0	5.7	57.1	0.0	2.9	0.0	5.7	8.6	0.0	0.0	11.4	2.9	0.0	80.0	20.0	1.09
Employed In Nursing One or More Yrs. In 5 Yr. Period Q One-Q Two 1968-1976	Modal Total	7-18	100	128	0.8	3.9	11.7	50.7	0.0	1.6	2.3	2.3	12.5	2.3	0.0	1.6	5.5	4.7	81.1	18.8	1.28
		8-18	63	76	0.0	5.3	13.2	47.4	0.0	1.3	3.9	3.9	10.5	1.3	0.0	1.3	7.9	3.9	80.2	19.7	1.20
		7	37	52	1.9	1.9	9.6	55.8	0.0	1.9	0.0	0.0	15.4	3.8	0.0	1.9	1.9	5.8	82.7	17.2	1.40
	Non-Modal Total	7-18	119	65	4.6	1.5	16.9	41.5	0.0	0.0	1.5	6.2	4.6	0.0	4.6	4.6	9.2	4.6	70.7	29.1	0.54
		8-18	87	31	3.2	3.2	16.1	41.9	0.0	0.0	3.2	3.2	3.2	0.0	6.5	3.2	12.9	3.2	67.6	32.2	0.35
		7	32	34	5.9	0.0	17.6	41.2	0.0	0.0	0.0	8.8	5.9	0.0	2.9	5.9	5.9	5.9	73.5	26.5	1.06

*"The South" includes the South Atlantic, East South Central and West South Central Regions

The findings presented in Table MG #3 indicated that

> *the respondents in the modal group identified "The South" as the region from which they came to enroll at UTCN, the region in which they have maintained their principal residence since graduation and the region in which they have been employed to a greater degree and more recently than was the case with the respondents in the non-modal group;*
>
> *this pattern holds true for the graduation-response sub-groups as well as for the total population of the modal and non-modal groups.*

A comparison was made of the number and percent of responses by members of the modal and non-modal groups regarding the number of states in which they were licensed to practice nursing (Question 11 Q One and Question 1 Q Two). These findings are presented in Table MG #4.

Table MG #4. Percent of Responses For Number of States For Current Licensure, By Modal and Non-Modal Groups, Q One and Q Two, By 4 Graduation-Response Intervals

	Questionnaire One					Questionnaire One			
	Number of States Licensed In					Number of States Licensed In			
	None	1	2	3 or More		None	1	2	3 or More
	Responses					Responses			
Modal Group	%	%	%	%		%	%	%	%
Total N=100	0.0	66.0	29.0	5.0		0.0	62.1	27.3	10.1
3-13 Years N=53	0.0	60.4	32.1	7.4	8-18 Years	0.0	61.5	30.8	7.7
2 Years N=47	0.0	72.3	25.5	2.1	7 Years	0.0	63.8	23.4	12.8
Non-Modal Group									
Total N=119	3.4	65.5	24.4	6.6		7.6	59.7	28.6	4.2
3-13 Years N=87	4.6	64.4	24.1	6.9	8-18 Years	9.2	60.9	25.3	4.6
2 Years N=32	0.0	68.8	25.0	6.3	7 Years	3.1	56.3	37.5	3.1

The findings of this comparison concerning the number of states in which respondents were licensed to practice nursing at the time they answered Q One and Q Two indicated that

the proportion of the non-modal group who were not licensed to practice increased with time since graduation;

the proportion of the non-modal group that was licensed in 3 or more states was relatively equal for those 2 years out of school and 3-13 years out of school, while the proportion of the modal group that was licensed in 3 or more states at 3-13 years out of school was almost 4 times the proportion for those 2 years out of school; any attempt to explain this difference and relate it to the difference in employment rate for the 2 groups would be speculative only.

NUMBER OF EMPLOYERS SINCE GRADUATION

A comparison was made of the number and percent of responses recorded by members of the modal and non-modal groups regarding the number of employers they had had since graduation (Question 13 Q One). The findings are presented in Table MG #5.

Table MG #5. Percent of Responses For Number of Employers By Modal and Non-Modal Groups, By 2 Graduation-Response Intervals, Q One

	Number of Employers Since Graduation							
	None	1	2	3	4	5	6	7
	Responses							
Modal Group	%	%	%	%	%	%	%	%
Total N=100	0.0	18.0	36.0	25.0	11.0	6.0	3.0	1.0
3-13 Years N =53	0.0	9.3	28.3	22.6	20.8	11.3	5.7	1.9
2 Years N =47	0.0	27.7	44.7	27.7	0.0	0.0	0.0	0.0
Non-Modal Group								
Total N=119	2.5	16.8	31.1	31.9	9.2	3.4	4.2	0.8
3-13 Years N =87	1.1	17.2	24.1	34.5	11.5	4.6	5.7	1.1
2 Years N =32	6.3	15.6	50.0	25.0	3.1	0.0	0.0	0.0

A comparison was made of the average number of employers reported by members of the modal and non-modal groups, by Class. These findings are presented in Table MG #6.

Table MG #6. Average Number of Employers Per Respondent By Modal and Non-Modal Group, By Class, Q One

		Modal Group			Non-Modal Group		
Class	Grad-Resp. Interval Years	Respondents N	Employers N	Av. Per Respondent N	Respondents N	Employers N	Av. Per Respondent N
1954	13	5	20	4.0	11	26	2.4
1955	12	6	28	4.7	5	17	3.4
1956	11	9	32	3.6	11	32	2.9
1957	10	3	8	2.7	11	32	2.9
1958	9	7	23	3.3	13	42	3.2
1959	8	5	13	2.6	6	15	2.5
1960	7	6	13	2.2	5	10	2.0
1961	6	2	7	3.5	12	33	2.8
1962	5	5	11	2.2	6	15	2.5
1963	4	1	5	5.0	2	5	2.5
1964	3	4	10	2.5	5	14	2.8
1965-69	2	47	98	2.1	32	63	2.0
Total		100	268	2.68	119	304	2.55

The findings in Table MG #6 indicated that members of the modal group reported having had slightly more employers, on the average, than the members of the non-modal group had for all Classes with the exception of the Classes of 1957, 1962 and 1964. The differences in the average number for these 3 classes, between the two groups was so small, however, that it did not alter the total findings appreciably.

FIRST POSITION

A comparison was made of the number and percent of responses made by members of the modal and non-modal groups regarding the type of position they held in their first employment in nursing (Question 21 Q One). The findings of this comparison are presented in Table MG #7.

Table MG #7. Percent of Responses For Type of Position Held In First Job By Modal and Non-Modal Groups, By 2 Graduation Response Intervals

	Position In First Job			
Modal Group	Staff Nurse %	Head Nurse %	Instructor %	"Other" %
Total N=100	70.0	9.0	15.0	6.0
3-13 Years N =53	58.5	11.2	20.8	9.4
2 Years N =47	83.0	6.4	8.5	2.1
Non-Modal Group				
Total N=119	81.9	2.6	6.9	8.7
3-13 Years N =87	79.1	3.5	8.1	9.4
2 Years N =32	90.0	0.0	3.3	6.6

The findings presented in Table MG #7 indicated that

the proportion of respondents in the non-modal group who held staff nurse positions or positions in the "other" category was greater for the total and both graduation response interval groups than it was in the modal group;

the opposite was true for the positions of head nurse and instructor in the first job;

the discrepancy in proportion of responses for all 4 positions was greatest when the respondent in the groups reporting 3-13 years after graduation were compared.

The difference in proportion of responses for all 4 positions in the group reporting 2 years after graduation was sufficiently large to warrant the hypotheses that the writers put forward for consideration, namely,

respondents who qualified for head nurse and instructor positions in their first jobs had a greater likelihood of being employed consistently over the period of this study than did their classmates who did not so qualify;

modal group respondents were identified, while they were still students, as possessing superior competencies in nursing.

TIME IN FIRST POSITION

A comparison was made of the number and percent of responses by members of the modal and non-modal groups regarding the number of years they had remained in their first positions (Question 22 Q One). The findings are presented in Table MG #8.

Table MG #8. Percent of Responses For Years Spent in First Position, By Modal and Non-Modal Groups, By 2 Graduation-Response Intervals

		Years Spent In First Position					
Modal Group		*Less Than One %	One %	Two %	Three %	Four %	Five and More %
Total	N=98	12.2	48.0	27.6	7.1	1.0	4.1
3-13 Years	N=52	15.4	48.1	13.5	13.5	1.9	7.7
2 Years	N=45	8.9	48.9	44.4	xx	xx	xx
Non-Modal Group							
Total	N=115	30.4	50.4	15.7	3.5	0.0	0.0
3-13 Years	N= 86	29.1	52.3	14.0	4.7	0.0	0.0
2 Years	N =29	34.5	44.8	20.7	xx	xx	xx

*The option "less than one year" was not offered on Q One. However, a sufficient number of respondents volunteered the information in their responses to make it valuable to record it.

The average length of time spent in first positions by members of the modal group was 1.55 years; for the non-modal group it was 1.07 years.

The findings in Table MG #8 indicated that

for one year spent in the first position, the proportion of respondents in both modal and non-modal groups and in both graduation-response sub-groups was relatively equal;

for 2 years spent in the first position, the proportion of respondents in the non-modal group, both total and 2 year graduation-response interval groups, was only half what it was for their modal group counterparts;

for less than one year in the first position, the proportion of respondents in the non-modal group, both total and 3-13 year graduation-response interval group, was twice what it was in the case of the modal group; the proportion in the non-modal group answering 2 years after graduation was almost four times that of their classmates in the modal group.

The writers suggest that further study of these findings is warranted in the light of an obvious implication, namely, that this relatively high rate of movement out of first positions found among non-modal respondents could be useful as a predictor of their long term employment patterns. It could also be studied as indicative of the phenomenon of "reality shock"[1] experienced in first positions in nursing.

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[1] Kramer, M. Reality Shock, Why Nurses Leave Nursing

RATE OF ACTIVITY IN NURSING

The number of years actually spent in nursing activities compared to the number of years potentially available to the respondents in the modal and non-modal groups was recorded. The percent of P/A years used in the analysis of responses to Question 12 on Q One and Question 5 on Q Two was used again for the responses for these 2 groups. The findings of this comparison, by group, by Q One and Q Two and by Class, are presented in Table MG #9.

Table MG #9. Number of Potential and Actual Years In Nursing, Percent of P/A Years, Q One and Q Two, By Modal and Non-Modal Groups, By Class

	Questionnaire One									Questionnaire Two						
		Modal Group				Non-Modal Group					Modal Group			Non-Modal Group		
Class	Grad-Resp. Interval Yrs.	Modal Group Respondents N	Potential Time Since Graduation Yrs.	Actual Time In Nursing Yrs.	Percent of P/A Time %	Non-Modal Group Respondents N	Potential Time Since Graduation Yrs.	Actual Time In Nursing Yrs.	Percent of P/A Time %	Grad-Resp. Interval Yrs.	Potential Time Since Q One Responses Yrs.	Actual Time In Nursing Yrs.	Percent of P/A Time %	Potential Time Since Q One Responses Yrs.	Actual Time In Nursing Yrs.	Percent of P/A Time %
1954	13	5	65	62.5	96.2	11	143	51.5	36.0	18	25	25.0	100.0	55	11.5	20.9
1955	12	6	72	56.5	78.5	5	60	23.0	38.3	17	30	30.0	100.0	25	11.0	44.0
1956	11	9	99	90.0	90.9	11	121	44.5	36.8	16	45	42.5	94.9	55	7.5	13.6
1957	10	3	30	23.5	78.3	11	110	43.0	39.1	15	15	13.0	86.7	55	17.5	31.8
1958	9	7	63	50.0	79.5	13	117	52.0	44.4	14	35	35.0	100.0	65	8.5	13.1
1959	8	5	40	40.0	100.0	6	48	20.5	42.7	13	25	25.0	100.0	30	10.5	35.0
1960	7	6	42	37.0	88.1	5	35	16.5	47.1	12	30	29.0	96.7	25	1.5	6.0
1961	6	2	12	12.0	100.0	12	72	43.5	60.4	11	10	8.0	80.0	60	12.0	20.0
1962	5	5	25	24.5	98.0	6	30	14.5	48.3	10	25	23.0	92.0	30	1.0	3.3
1963	4	1	4	3.5	87.5	2	8	5.0	62.5	9	5	5.0	100.0	10	2.0	20.0
1964	3	4	12	11.0	91.7	5	15	10.0	66.7	8	20	17.0	85.0	25	7.0	28.0
1965	2	10	20	18.0	90.0	3	6	4.0	66.7	7	50	45.5	91.0	15	4.5	30.0
1966	2	7	14	14.0	100.0	9	18	15.0	82.3	7	35	34.0	97.1	45	10.5	23.3
1967	2	2	4	4.0	100.0	4	8	8.0	100.0	7	10	10.0	100.0	20	13.5	67.5
1968	2	17	34	34.0	100.0	11	22	20.0	90.9	7	85	79.0	92.9	55	26.5	48.2
1969	2	11	22	21.5	97.7	5	10	10.0	100.0	7	55	54.5	99.1	25	13.5	54.0
Total		100	558	502.0		119		381.0			500	475.5		595	158.5	
Mean of Class Percents					92.3 Range 78.3% to 100%				60.2 Range 36.0% to 100%				94.7 Range 80% to 100%			28.7 Range 3.3% to 67.5%
Mean of Class Percents, Grad-Resp. Interval 3-13 Years					89.9 Range 78.3% to 100%				47.5 Range 36.0% to 66.7%	G-R Int. 8-18 Yrs			94.1 Range 80% to 100%			21.4 Range 3.3% to 44.0%
Mean of Class Percents, Grad-Resp. Interval 2 Years					97.5 Range 90% to 100%				88.0 Range 66.7% to 100%	G-R Int. 7 Years			96.0 Range 91% to 100%			44.6 Range 23.3% to 67.5%

For the modal group, N=100, the percent of the potential time available to them on Q One that was actually spent in employment and/or study of nursing (P/A) averaged 92.3%, with a range, by Class, from 78.3% to 100%.

For the non-modal group, N=119, on Q One the P/A was 60.2%, with a range, by Class, from 36% to 100%.

For the modal group, the percent of the potential time available to them on Q Two (the 5 years since answering Q One) that was actually spent in employment and/or study of nursing (P/A) averaged 94.7%, with a range, by Class, from 80% to 100%.

For the non-modal group, on Q Two the P/A was 28.7%, with a range, by Class, from 3.3% to 67.5%.

The findings presented in Table MG #9 indicated that

the respondents in the 2 groups displayed a markedly different pattern of activity in nursing; although it would be inaccurate to label these findings as an "all or none" situation, it was evident that at no time, not even at only 2 years after graduation did the highest rating for the non-modal group exceed the lowest rating for the modal group, namely that recorded for 3-13 years after graduation. At 2 years out of school the non-modal group already had an employment rate 9.3% below the modal group; at 7 years out of school this discrepancy had increased to a 52% difference in the rate of activity; at 3-13 years out of school there was a 42.4% difference and at 8-18 years out of school there was a 72.7% difference in the rate;

while the rate of activity for the modal group increased slightly (2.4%) between Q One and Q Two, the rate for the non-modal group dropped markedly (31.5%);

nothing similar to the fourth year break in activity in nursing that was identified in the total population (Summary Table Q 12 #2) occurred in the modal group but it did occur in the non-modal group. The mean of the P/A values for respondents in the model group, 2-4 years out of school, was 95.3% and it dropped by only 5.4% to 89.9% for respondents 5-13 years out of school; in the case of respondents in the non-modal group, the mean of P/A values for graduates 2-4 years out of school was 81.3% and it dropped by 37.6% to 43.7% for respondents 5-13 years out of school.

A summary of the findings in Table MG #9 is presented in Summary Table MG #10.

Summary Table MG #10. Comparison of Rates of Activity in Nursing For Modal and Non-Modal Groups, Q One and Q Two

	Modal Group N=100	Non-Modal Group N=119	*Remaining Generic Respondents N=105
Percent of Generic Respondents To Q One N=324	30.9	36.7	32.4
To Q Two	45.7	54.3	0.0
N of Potential Years For Activity In Nursing On Q One	558	823	*Did Not qualify for either group (Did not answer Q Two)
On Q Two	500	595	
N of Years Spent Active In Nursing On Q One	502 P/A 90.0%	381 P/A 46.3%	
Or Q Two	475.5 P/A 95.1%	158.5 P/A 26.6%	

The findings presented in the two tables MG #9 and Summary MG #10 led to these conclusions:

there were at least two "commitment to nursing" patterns among respondents in this Study; the modal group members, clearly, were active in nursing over the period of the Study, whereas, the non-modal group members were less active in nursing at the two times they were questioned;

while the modal group showed a slight increase in the rate of activity in nursing in the second sampling, the non-modal group showed a significant decline for the same time period.

When the implications of these findings are cast in "cost effectiveness" terms they can be expected to promote further study of the process of selection of candidates for admission to the College of Nursing. Identification during the selection process of those candidates who will make a commitment to activity in nursing, i.e., the modal group pattern, can be assumed to have a favorable effect on the cost benefit ratio for the institution.

TIME IN NURSING IN TENNESSEE AND OUT OF TENNESSEE AND TIME NOT IN NURSING

A comparison was made of the responses from the modal and non-modal groups concerning the proportion of potential time since graduation that was spent in employment in nursing in general, in Tennessee (in the cities of Memphis, Knoxville, Nashville and Chattanooga and the rest of Tennessee) and in nursing employment outside Tennessee and in not being employed.

The responses recorded to Questions 15, 16 and 17 on Q One and Questions 2 and 3 on Q Two were used for this comparison.

The findings of this comparison are presented in Tables MG #11 and 12 and Summary Table MG #13.

Table MG #11. Percent of Potential Time Spent Employed in Nursing In 6 Locations and Not Employed, By Class, Q One

		Modal Group											Non-Modal Group									
			Percent of Potential Years Spent In											Percent of Potential Years Spent In								
Class	Grad-Resp. Interval	Potential Years	Employment In Nursing	In Tennessee	In Memphis	In Knoxville	In Nashville	In Chattanooga	In Other Tennessee Locations	Out of State	Not Employed		Potential Years	Employment In Nursing	In Tennessee	In Memphis	In Nnoxville	In Nashville	In Chattanooga	In Other Tennessee Locations	Out of State	Not Employed
1954	13	65	96.2	67.7	35.4	21.5	0.0	0.0	10.8	28.5	3.8		143	36.0	19.6	15.4	0.0	0.0	0.0	4.2	16.4	64.0
1955	12	72	78.5	23.6	23.6	0.0	0.0	0.0	0.0	54.9	21.5		60	38.3	15.0	5.0	3.3	0.0	0.0	6.7	23.3	61.7
1956	11	99	90.9	49.5	22.2	13.1	3.0	0.0	11.1	41.4	9.1		121	36.8	16.5	14.9	0.0	0.8	0.0	0.8	20.2	63.2
1957	10	30	78.3	60.5	33.3	0.0	0.0	0.0	26.7	18.3	21.7		110	39.1	28.2	8.2	1.8	8.2	0.0	10.0	10.9	60.9
1958	9	63	79.5	57.1	1.6	28.6	0.0	0.0	27.0	22.2	20.6		117	44.4	26.5	19.7	4.3	0.9	1.7	0.0	17.9	55.5
1959	8	40	100.0	77.5	77.5	0.0	0.0	0.0	0.0	22.5	0.0		48	42.7	20.8	18.8	0.0	0.0	0.0	2.1	21.9	57.3
1960	7	42	88.1	54.8	54.8	0.0	0.0	0.0	0.0	33.3	11.9		35	47.1	14.3	2.9	11.4	0.0	0.0	0.0	32.9	52.9
1961	6	12	100.0	58.3	41.7	16.7	0.0	0.0	0.0	41.7	0.0		72	60.4	29.2	23.6	2.8	0.0	1.4	1.4	31.3	39.6
1962	5	25	98.0	60.0	48.0	4.0	4.0	4.0	0.0	38.0	2.0		30	48.3	20.0	10.0	0.0	0.0	6.7	3.3	28.3	51.7
1963	4	4	87.5	25.0	25.0	0.0	0.0	0.0	0.0	62.5	12.5		8	62.5	37.5	25.0	12.5	0.0	0.0	0.0	25.0	37.5
1964	3	12	91.7	8.3	0.0	0.0	8.3	0.0	0.0	83.3	8.3		15	66.7	20.0	20.0	0.0	0.0	0.0	0.0	46.7	33.3
1965	2	20	90.0	75.0	75.0	0.0	0.0	0.0	0.0	15.0	10.0		6	66.7	66.7	66.7	0.0	0.0	0.0	0.0	0.0	33.3
1966	2	14	100.0	50.0	50.0	0.0	0.0	0.0	0.0	50.0	0.0		18	82.3	72.2	44.4	0.0	11.1	0.0	16.7	11.1	16.7
1967	2	4	100.0	75.0	75.0	0.0	0.0	0.0	0.0	25.0	0.0		8	100.0	62.5	50.0	0.0	0.0	0.0	12.5	37.5	0.0
1968	2	34	100.0	76.5	47.6	8.8	8.8	0.0	11.8	23.5	0.0		22	90.9	36.4	18.2	9.1	9.1	0.0	0.0	54.5	9.1
1969	2	22	97.7	81.8	68.2	4.5	0.0	0.0	9.1	15.9	2.3		10	100.0	70.0	30.0	0.0	0.0	0.0	40.0	30.0	0.0
			Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.			Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.	Av.
Total		558	90.0	55.7	36.0	9.3	1.4	0.2	8.8	34.2	10.0		823	46.3	24.8	16.2	2.2	1.8	0.6	4.0	21.5	53.7
3-13 Years N=53		464	88.5	52.2	31.3	10.3	1.1	0.2	9.3	36.4	11.4	3-13 Years N=87	759	42.7	22.0	14.5	2.1	1.4	0.7	3.3	20.7	57.3
2 Years N=47		94	97.3	73.4	59.6	4.3	3.2	0.0	6.4	23.9	2.7	2 Yrs. N=32	64	89.1	57.8	35.9	3.1	6.3	0.0	12.5	31.3	10.9

Table MG #12. Percent of Potential Time Spent Employed In Nursing In 6 Locations and Not Employed, By Class, Q Two

		Modal Group											Non-Modal Group									
				Percent of Potential Years Spent In											Percent of Potential Years Spent In							
Class	Grad-Resp. Interval	Potential Years	Employment In Nursing	In Tennessee	In Memphis	In Knoxville	In Nashville	In Chattanooga	In Other Tennessee Locations	Out of State	Not Employed		Potential Years	Employment In Nursing	In Tennessee	In Memphis	In Knoxville	In Nashville	In Chattanooga	In Other Tennessee Locations	Out of State	Not Employed
1954	18	25	100.0	60.0	40.0	20.0	0.0	0.0	0.0	40.0	0.0		55	20.9	7.3	7.3	0.0	0.0	0.0	0.0	13.6	79.1
1955	17	30	100.0	16.7	16.7	0.0	0.0	0.0	0.0	83.3	0.0		25	44.0	24.0	4.0	0.0	0.0	0.0	20.0	20.0	56.0
1956	16	45	94.4	51.1	22.2	15.6	2.2	0.0	11.1	43.3	5.6		55	13.6	0.0	0.0	0.0	0.0	0.0	0.0	13.6	86.4
1957	15	15	86.7	66.7	33.3	0.0	0.0	0.0	33.3	20.0	13.3		55	31.8	16.4	7.3	0.0	3.6	0.0	5.5	15.5	68.2
1958	14	35	100.0	71.4	0.0	28.6	0.0	0.0	42.9	28.6	0.0		65	13.1	1.5	1.5	0.0	0.0	0.0	0.0	11.5	86.9
1959	13	25	100.0	84.0	76.0	0.0	0.0	0.0	8.0	16.0	0.0		30	35.0	30.0	16.7	13.3	0.0	0.0	0.0	5.0	65.0
1960	12	30	96.7	50.0	50.0	0.0	0.0	0.0	0.0	46.7	3.3		25	6.0	0.0	0.0	0.0	0.0	0.0	0.0	6.0	94.0
1961	11	10	80.0	60.0	0.0	30.0	0.0	30.0	0.0	20.0	20.0		60	20.0	5.0	0.0	5.0	0.0	0.0	0.0	15.0	80.0
1962	10	25	92.0	36.0	28.0	0.0	8.0	0.0	0.0	56.0	8.0		30	3.3	0.0	0.0	0.0	0.0	0.0	0.0	3.3	96.7
1963	9	5	100.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0		10	20.0	0.0	0.0	0.0	0.0	0.0	0.0	20.0	80.0
1964	8	20	85.0	25.0	0.0	0.0	25.0	0.0	0.0	60.0	15.0		25	28.0	0.0	0.0	0.0	0.0	0.0	0.0	28.0	72.0
1965	7	50	91.0	50.0	48.0	0.0	0.0	0.0	2.0	41.0	9.0		15	30.0	6.7	6.7	0.0	0.0	0.0	0.0	23.3	70.0
1966	7	35	97.1	71.4	71.4	0.0	0.0	0.0	0.0	25.7	2.9		45	23.3	20.0	11.1	0.0	4.4	2.2	2.2	3.3	76.7
1967	7	10	100.0	30.0	20.0	0.0	10.0	0.0	0.0	70.0	0.0		20	67.5	35.0	25.0	10.0	0.0	0.0	0.0	32.5	32.5
1968	7	85	92.9	61.2	21.2	5.9	11.8	0.0	22.4	31.8	7.1		55	48.2	14.5	3.6	1.8	3.6	0.0	5.5	33.6	51.8
1969	7	55	99.1	72.7	34.5	3.6	16.4	3.6	14.5	26.4	0.9		25	54.0	16.0	0.0	0.0	0.0	0.0	16.0	38.0	46.0
Total		500	Av. 95.1	Av. 55.8	Av. 31.8	Av. 6.4	Av. 5.6	Av. 1.0	Av. 11.0	Av. 39.3	Av. 4.9		595	Av. 26.6	Av. 10.3	Av. 4.7	Av. 1.7	Av. 1.0	Av. 0.2	Av. 2.7	Av. 16.4	Av. 73.4
8-18 Years N=53		265	95.3	50.5	26.8	9.4	3.0	1.1	10.2	44.7	4.7	8-18 Years N=87	435	20.7	7.4	3.5	1.6	0.5	0.0	1.8	13.3	Av. 79.3
7 Years N=47		235	94.9	61.7	37.4	3.0	8.5	0.9	11.9	33.2	5.1	7 Years N=32	160	42.8	18.1	8.1	1.9	2.5	0.6	5.0	24.7	Av. 57.2

Summary Table MG #13. Percent of Potential Time Spent Employed In Nursing In 6 Locations and Not Employed, Q One and Q Two.

			Modal Group Q One											Non-Modal Group Q One								
			Percent of Potential Years Spent In											Percent of Potential Years Spent In								
Grad-Resp. Interval Years	Total N	Potential Years	Employment In Nursing	In Tennessee	In Memphis	In Knoxville	In Nashville	In Chattanooga	In Other Tennessee Locations	Out of State	Not Employed	Total N	Potential Years	Employment In Nursing	In Tennessee	In Memphis	In Knoxville	In Nashville	In Chattanooga	In Other Tennessee Locations	Out of State	Not Employed
Total 2-13	100	558	90.0	55.7	36.0	9.3	1.4	0.2	8.8	34.2	10.0	119	823	46.3	24.8	16.2	2.2	1.8	0.6	4.0	21.5	53.7
3-13	53	464	88.5	52.2	31.3	10.3	1.1	0.2	9.3	36.4	11.4	87	759	42.7	22.0	14.5	2.1	1.4	0.7	3.3	20.7	57.3
2	47	94	97.3	73.4	59.6	4.2	3.2	0.0	6.4	23.9	2.7	32	64	89.1	57.8	35.9	3.1	6.3	0.0	12.5	31.3	10.9
			Modal Group Q Two											Non-Modal Group Q Two								
Total 7-18	100	500	95.1	55.8	31.8	6.4	5.6	1.0	11.0	39.3	4.9	119	595	26.6	10.3	4.7	1.7	1.0	0.2	2.7	16.4	73.4
8-18	53	265	95.3	50.5	26.8	9.4	3.0	1.1	10.2	44.7	4.7	87	435	20.7	7.4	3.5	1.6	0.5	0.0	1.8	13.3	79.3
7	47	235	94.9	61.7	37.4	3.0	8.5	0.9	11.9	33.2	5.1	32	160	42.8	18.1	8.1	1.9	2.5	0.6	5.0	24.7	57.2

The findings presented in Summary Table MG #13 indicated that

when the findings for the modal group on Q One and Q Two were considered, the percent of the potential time of the respondents in Classes 1965-1969, answering 2 years after graduation (Q One) had spent not employed in nursing was 2.7%; when they had been out of school 7 years (Q Two) this percentage had risen, but only to 5.1%;

the percent of the potential time that the respondents in Classes 1954-1964 had spent not employed in nursing when they had been out of school for 3-13 years (Q One) was 11.4%; when they had been out of school 8-18 years (Q Two) this percentage had dropped to 4.7%; these findings were interpreted to mean that for these respondents with a record of consistent employment, there was evidence that the rate of non-employment decreased with the longer graduation-response interval, with the exception of the period 4 to 8 years out of school; this is the period of high non-employment that has been identified in this study as a crucial period for commitment to nursing employment;

when the findings on rates of non-employment in nursing for the non-modal group are compared with those for the modal group, the critical nature of this period 4 to 8 years out of school is further highlighted; for the modal group, non-employment went from 2.7% to 5.1% of their potential time for 2 years and 7 years out of school; for the non-modal group, it went from 10.9% to 57.2% of their potential time for 2 years and 7 years out of school;

for respondents in the modal group who had been out of school for 8-18 years, the percent of their potential time over the last 5 years that they had spent in non-employment in nursing was only 4.7, whereas, it was 79.3% for respondents in the non-modal group 8-18 years out of school;

when the rates for employed time for the modal and non-modal groups were compared, the difference in the percent of potential time spent in employment 2 years after graduation was only 8% less for the non-modal than the modal respondents; this difference had increased to 52% less for the non-modal group by the time respondents had been out of school 7 years;

the difference in the percent of potential time spent in employment 3-13 years after graduation was 46% less for the non-modal than for the modal respondents and this difference had increased to 75% less for the non-modal than the modal respondents by the time they had been out of school 8-18 years;

when the findings for the rates of employment in Tennessee and outside of Tennessee were considered the only geographic regions in which non-modal respondents reported spending a greater proportion of their potential time in employment than did the modal group were areas in Tennessee outside of the 4 cities and regions outside of Tennessee; this difference was evident, however, only at the time respondents were reporting on 2 years of experience after graduation;

there was an increase in the proportion of time spent by modal group respondents in employment outside of Tennessee in the 5 year period between

Q One and Q Two and the greatest increase in this activity had been among the 47 respondents who reported 2 and 7 years after graduation;

the loss for Tennessee of the modal group time meant a gain for other states since the modal group maintained a high level of employment; the loss for Tennessee of the non-modal group time, although it appeared to be more dramatic, did not mean a gain for other states since they also lost the time of the non-modal group; these losses were probably not a matter of non-modal respondents moving the location of their employment, but rather of the change from employed to non-employed status in the non-modal group;

when the findings for rates of employment in the 4 cities and the areas outside the cities in Tennessee were considered, Memphis lost modal group respondents' time with the increase in graduation response interval but not to the same extent that it lost non-modal group respondents' time;

Knoxville gained some modal group respondents' time with the lengthening of the graduation-response interval while this was not the case with the non-modal respondents;

Nashville gained slightly in modal group respondents' time but lost in non-modal group respondents' time with the lengthening of the graduation-response interval;

the state of Tennessee, exclusive of the 4 cities, gained slightly in modal group respondents' time but lost in non-modal group respondents' time with the lengthening of the graduation-response interval.

TIME AND POSITIONS IN NURSING AT THE CITY OF MEMPHIS HOSPITALS

A comparison of the number of years respondents in the modal and non-modal groups reported having been employed at the City of Memphis Hospitals (Question 25 Q One) is presented, in terms of the percent of potential years, in Table MG #14.

Table MG #14. Percent of Potential Years Spent in Employment at CMH By Modal and Non-Modal Respondents, By Graduation-Response Intervals

Modal Group	Respondents N	Potential Years	Employed at CMH Years	Percent of Potential Years
Total	38	556	84.0	15.1
3-13 Years	24	464	65.5	14.1
2 Years	14	*92	19.0	20.7
Non-Modal Group				
Total	38	821	53.0	6.5
3-13 Years	33	759	50.0	6.6
2 Years	5	*62	3.0	4.8

*One modal and one non-modal group respondent did not answer Question 25 Q One.

The findings presented in Table MG #14 indicated that

although an equal number of respondents in each large group reported being employed at the City of Memphis Hospitals, they accounted for 38% of the modal group but only 32% of the non-modal group;

the proportion of the potential time of the 3-13 year sub-group that was spent in employment by the City of Memphis Hospitals was 2 times greater for the modal than for the non-modal group respondents;

the proportion of the potential time of the 2 year sub-group was 4 times greater for the modal respondents than for the non-modal respondents.

A comparison of the number and percent of responses identifying the types of nursing positions that respondents in the modal and non-modal group held at the City of Memphis Hospitals (Question 26 Q One) is presented in Table MG #15.

Table MG #15. Percent of Responses For Types of Positions Held At CMH By Modal and Non-Modal Respondents, By Graduation-Response intervals

Modal Group	Respondents N	Responses N	Staff Nurse	Head Nurse	Supervisor Nurse	Nursing Service Administrator	Consultant	Instructor	Nursing Education Administrator	Clinical Specialist	Other
Total	38	55	56.4	9.1	9.1	1.8	0.0	10.9	1.8	0.0	0.0
3-13 Years	24	41	43.9	17.1	19.5	2.4	0.0	14.6	2.4	0.0	0.0
2 Years	14	14	92.9	7.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Non-Modal Group											
Total	38	54	66.7	20.4	9.3	0.0	0.0	3.7	0.0	0.0	0.0
3-13 Years	33	49	63.3	22.4	10.2	0.0	0.0	4.1	0.0	0.0	0.0
2 Years	5	5	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

The findings presented in Table MG #15 on positions held at CMH by modal and non-modal group respondents indicated that

the number of different positions held, an average of 1.4 positions per respondent, was the same for members of both modal and non-modal groups;

the number of different positions held, an average of 1 position per respondent, was the same for the members of both groups at the point 2 years out of school;

the number of different positions held by respondents reporting 3-13 years out of school was not the same; respondents in the modal group averaged 1.7 positions per respondent while respondents in the non-modal group averaged 1.5 positions per respondent;

the proportion of the positions that were staff nurse positions was close to 100% for both the 2 year sub-groups;

staff nurse and head nurse positions accounted for 86% of the positions reported by the non-modal group respondents 3-13 years out of school, leaving only 14% of responses for more advanced positions; staff nurse and head nurse positions accounted for 61% of the positions reported by modal group respondents 3-13 years out of school, leaving 39% of responses for more advanced positions;

modal group respondents reporting 3-13 years after graduation did report attaining positions as administrators or assistant administrators of both nursing service and nursing education while non-modal respondents reported neither and the proportion of modal group respondents reporting positions as nursing supervisors and instructors was greater than it was *for the non-modal respondents in the 3-13 year sub-group.*

In summary, it can be stated that the members of the modal group contributed more of their potential time, over a longer period of time and in positions ranging up the administrative ladder to a greater degree than did their classmates in the non-modal group.

TIME IN EMPLOYMENT AT THE UNIVERSITY OF TENNESSEE COLLEGE OF NURSING

A comparison of the number of years respondents in the modal and non-modal groups reported having been employed at The University of Tennessee College of Nursing (Question 27 Q One) is presented in terms of percent of the potential years in Table MG #16.

Table MG #16. Percent of Potential Years Spent in Employment at UTCN by Modal and Non-Modal Respondents, By Graduation-Response Intervals

Modal Group	Respondents N	Potential Years	Employed at UTCN Years	Percent of Potential Years
Total	12	556	19.5	3.5
3-13 Years	7	464	14.5	3.1
2 Years	5	92	5.0	5.4
Non-Modal Group				
Total	13	821	19.5	2.4
3-13 Years	10	759	16.5	2.2
2 Years	3	62	3.0	4.8

The findings of this comparison indicated that the slightly higher rate of employment at UTCN for members of the total modal group than for the total non-modal group was derived principally from the respondents in the 3-13 year sub-group

PATTERNS OF PRESENT EMPLOYMENT

A comparison of the percent of responses made by modal and non-modal respondents regarding the full-time or part-time nature of present employment in nursing or non-nursing (Question 28 Q One) is presented in Table MG #17.

Table MG #17. Percent of Responses For Type of Present Employment By Modal and Non-Modal Respondents and By Graduation-Response Intervals Q One.

Modal Group	Respondents	Full-time Nursing		Part-time Nursing		Full-time Non-Nursing		Part-time Non-Nursing		Full-time Study For Nursing		Full-time Study For Non-Nursing		Part-time Study and Part-time Nursing Employed		Other		Not Presently Employed	
	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total	99	86	86.9	8	8.1	1	1.0	0	0.0	2	2.0	0	0.0	0	0.0	2	2.0	0	0.0
3-13 Years	53	40	75.5	8	15.1	1	1.9	0	0.0	2	3.8	0	0.0	0	0.0	2	3.8	0	0.0
2 Years	46	46	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Non-Modal Group																			
Total	117	27	23.1	12	10.3	2	1.7	1	0.8	1	0.8	1	0.8	0	0.0	0	0.0	73	62.4
3-13 Years	87	7	8.1	7	8.1	2	2.3	1	1.1	1	1.1	1	1.1	0	0.0	0	0.0	68	78.2
2 Years	30	20	66.7	5	16.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	5	16.7

The findings presented in Table MG #17 concerning full-time employment and non-employment in nursing were not surprising since the criterion for assigning respondents to the modal group was employment in nursing at the time they answered both Q One and Q Two. Additional differences that were evident, however, included these:

the rate of part-time employment in nursing at 2 years out of school was 16.7% for the non-modal group and 0% for the modal group;

the rate of part-time employment in nursing at 3-13 years out of school was down to 8.1% for the non-modal group and up to 15.1% for the modal group.

The small number of responses recorded for the remaining options made it inadvisable to compare the findings for them.

The fact that only 15 (12.6%) of non-modal group respondents (Table MG #18) were employed at the time they answered Q Two meant that no useful comparison could be made between the modal and non-modal group responses on this subject on Q Two.

EMPLOYER IN PRESENT POSITION

A comparison was made of the number and percent of responses by members of the modal and non-modal groups regarding the employers they had in the positions they held at the time they answered Q One and Q Two (Question 23 Part 1 Q One and Question 9 Part 1 Q Two).

The findings of this comparison are presented in Tables MG #18 and #19.

Table MG #18. Comparison of Percent of Responses For Present Employers on Q One and Q Two For Modal and Non-Modal Group Respondents

	Questionnaire One Grad-Resp. Interval 2-13 Years				Questionnaire Two Grad-Resp. Interval 7-18 Years			
	Modal Group N=100		Non-Modal Group N=119		Modal Group N=100		Non-Modal Group N=119	
Present Employers	N	%	N	%	N	%	N	%
General Hospital	38	38.8	11	27.5	25	25.3	7	46.7
Veterans Hospital	8	8.2	1	2.5	5	5.1	0	0.0
Nursing Home	2	2.0	1	2.5	1	1.0	0	0.0
Public Health Agency	8	8.2	8	20.0	14	14.1	2	13.3
School System (School Nurse)	2	2.0	0	0.0	4	4.0	1	6.7
Hospital School of Nursing	12	12.2	2	5.0	9	9.1	0	0.0
Collegiate School of Nursing	5	5.1	4	10.0	10	10.1	2	13.3
Associate Degree Program In Nursing	6	6.1	0	0.0	15	15.2	0	0.0
Practical Nursing Program	2	2.0	1	2.5	4	4.0	0	0.0
Industry	0	0.0	1	2.5	0	0.0	1	6.7
Doctor or Dentist	2	2.0	1	2.5	2	2.0	2	13.3
Individual (Private Duty Nurse)	0	0.0	2	5.0	0	0.0	0	0.0
Specialty Hospital	6	6.1	3	7.5	3	3.0	0	0.0
Other	7	7.1	5	12.5	7	7.1	0	0.0
Total	*98	99.8	**40	100.0	***99	100.0	****15	100.0
	*2 were full-time students		**1 was full-time student 78 not employed		***1 was full-time student		****104 not employed	

Table MG #19. Comparison of Percent of Responses For Present Employers on Q One and Q Two in 4 Categories For Modal and Non-Modal Group Respondents

Present Employers In 4 Categories	Questionnaire One Grad-Resp. Interval 2-13 Years				Questionnaire Two Grad-Resp. Interval 7-18 Years			
	Modal Group N=100		Non-Modal Group N=119		Modal Group N=100		Non-Modal Group N=119	
	N	%	N	%	N	%	N	%
All Hospitals (General, Veterans and Specialty	52	53.1	15	37.5	33	33.3	7	46.7
All Nursing Schools, (Hospital, Collegiate, Associate Degree, Practical Nursing)	25	25.5	7	17.5	38	38.4	2	13.3
Public Health Services (Public Health Agency, School System, Industry)	10	10.2	9	22.5	18	18.2	4	26.7
All Other Employers (Nursing Homes, Doctor or Dentist, Individual and "Other"	11	11.2	9	22.5	10	10.1	2	13.3
Total	98	100.0	40	100.0	99	100.0	15	100.0

The types of employers identified by respondents who used the "Other" option are listed here.

The "other" employers specified by modal group respondents on Q One were as follows:

2 identified mission hospitals
2 were employed by out-patient services
2 were employed by research agencies
1 was in the Armed Forces

The "other" employers specified by modal group respondents on Q Two were, as follows:

2 were in the Armed Forces
1 was employed by each of

    a college of medicine
    a childbirth education association
    a blood bank
    a health access station
    an ambulance service

The "other" employers specified by non-modal group respondents on Q One were, as follows:

2 were employed by the U.S. Army
2 were employed by research hospitals
1 was employed by the U.S. Navy

No respondents in the non-modal group marked the "other" category of employers on Q Two.

Examination of Tables MG #18 and # 19 led to the following observations

comparing the proportions of the responses by the modal group on Q One and Q Two, it was evident that there were significant changes in the proportion of them who were employed by hospitals, by schools of nursing and by public health agencies; the 19.8 % of them who had changed from employment by hospitals had moved into employment by schools of nursing (12.9%) and by public health agencies (8.0%); compression of the 14 types of employers (Table MG #18) into the 4 large categories (Table MG #19) masked some shifting among employers within the second large category, namely, schools of nursing as employers; during the 5 year interval, there was a decrease in the proportion of the modal group respondents who were employed by hospital schools of nursing and an increase in the proportions employed by the 3 remaining types of nursing education institutions;

the members of the modal group who were employed initially by hospitals consisted of 2 populations, those who continued in employment by hospitals and those who moved in relatively equal numbers, into employment *by schools of nursing and by public health services after a period of employment by hospitals;*

on Q One there was evidence of considerable difference in choice of employers for present employment between the members of the 2 groups; almost 80% of the modal group were employed by hospitals and schools of nursing, with the remaining 20% divided almost equally between employers in public health services and "other" employers; exactly 55% of the non-modal group were employed by hospitals and schools of nursing with the remaining 45% divided equally between employers in public health services and "other" employers.

Due to the small number of responses from members of the non-modal group on Q Two, regarding this and subsequent aspects of present employment in nursing, conclusions were not drawn from a comparison of non-modal group responses on Q One and Q Two or from a comparison of the modal and non-modal group responses on Q Two.

A comparison of the rates at which the various types of employers employed members of the modal group in the positions they held at the time they answered Q One and Q Two is presented here.

A differential of more than 3% in the rate between Q One and Q Two is reported on as significant.

Employers that employed a smaller proportion of the modal group respondents when they answered Q Two in 1972-1976 (7-18 years after graduation) than when they answered Q One in 1967-1971 (2-13 years after graduation) were:

	decreases %
general hospitals	13.0
veterans hospitals	3.1
specialty hospitals	3.1
hospital schools of nursing	3.1

Employers that employed a larger proportion of modal group respondents when they answered Q Two than when they answered Q One were:

	decreases %
associate degree programs	9.1
public health agencies	5.9
collegiate schools of nursing	5.0

CLINICAL FIELD OF NURSING IN PRESENT POSITION

A comparison was made of the number and percent of responses by members of the modal and non-modal groups regarding the clinical fields of nursing they were practicing in the positions they held when they answered Q One and Q Two (Question 23 Part 2 Q One and Question 9 Part 2 Q Two).

The findings of this comparison are presented in Tables MG #20 and MG #21.

Table MG #20. Comparison of Percent of Responses For Clinical Fields of Nursing in Present Position on Q One and Q Two For Modal and Non-Modal Respondents

	Questionnaire One Grad-Resp. Interval 2-13 Years				Questionnaire Two Grad-Resp. Interval 7-18 Years			
	Modal Group N=100		Non-modal Group N=119		Modal Group N=100		Non-Modal Group N=119	
Clinical Field Of Present Job	N	%	N	%	N	%	N	%
Medical Nursing	8	8.4	3	7.5	3	3.1	1	6.7
Surgical Nursing	8	8.4	3	7.5	7	7.3	1	6.7
Maternity Nursing	7	7.4	2	5.0	3	3.1	0	0.0
Nursing of Children	10	10.5	2	5.0	5	5.2	3	20.0
Psychiatric Nursing	8	8.4	3	7.5	7	7.3	0	0.0
Public Health Nursing	9	9.5	8	20.0	10	10.4	2	13.3
General Nursing	6	6.3	6	15.0	9	9.4	3	20.0
Medical-Surgical Nursing	8	8.4	3	7.5	8	8.3	1	6.7
Other	31	32.6	10	25.0	44	45.8	4	26.7
Total	*95	99.9	40	100.0	**96	99.9	15	100.1
	*3 employed respondents did not record a clinical field				**3 employed respondents did not record a clinical field			

Table MG #21. Comparison of Percent of Responses For Clinical Field of Nursing For Present Positions In 6 Categories For Modal and Non-Modal Group Respondents, Q One and Q Two

	Questionnaire One Grad-Resp. Interval 2-13 Years				Questionnaire Two Grad-Resp. Interval 7-18 Years			
	Modal Group N=100		Non-Modal Group N=119		Modal Group N=100		Non-Modal Group N=119	
Clinical Field of Present Position In 6 Categories	N	%	N	%	N	%	N	%
Medical Nursing, Surgical Nursing Combined Medical-Surgical Nursing and General Nursing	30	31.6	15	37.5	27	28.1	6	40.0
Maternity Nursing	7	7.4	2	5.0	3	3.1	0	0.0
Nursing of Children	10	10.5	2	5.0	5	5.2	3	20.0
Psychiatric Nursing	8	8.4	3	7.5	7	7.3	0	0.0
Public Health Nursing	9	9.5	8	20.0	10	10.4	2	13.3
Other	31	32.6	10	25.0	44	45.8	4	26.7
Total	95	100.0	40	100.0	96	99.9	15	100.0

The types of clinical practice in nursing identified by respondents who used the "other" option are listed here.

The "other" fields of clinical practice specified by modal group respondents on Q One were, as follows:

8 were in combined medical and surgical nursing
2 were in both maternity and nursing of children
1 was in medical-surgical nursing and nursing of children
3 were in foundations of nursing (teaching)
4 identified that they were in administration in nursing education rather than a clinical field
3 were in in-service instruction rather than a clinical field
1 was teaching in the practical nursing curriculum rather on clinical field
1 specified each of anesthesia, post-anesthesia and recovery room care and coronary care
4 specified intensive care
3 specified each of research nursing and geriatric nursing
2 specified each of school nursing and operating room nursing

The "other" fields of clinical practice specified by the non-modal group respondents on Q One were, as follows:

3 were in combined medical-surgical nursing
2 specified each of foundations of nursing and research nursing
1 specified each of private duty nursing, industrial nursing, coronary care nursing, geriatric nursing, infection control nursing and counseling in the U.S. Army

The "other" fields of clinical nursing practice specified by modal group respondents on Q Two were, as follows:

8 were in combined medical-surgical nursing
3 were in combined maternity and pediatric nursing
3 were in combined medical-surgical and psychiatric nursing
2 were in combined medical-surgical and maternity nursing
1 each were in pediatric, nursery and newborn nursing
in medical-surgical nursing and foundations of nursing
in maternity and pediatric nursing and foundations of nursing
in pediatric and psychiatric nursing
in medical-surgical, pediatric, psychiatric and general nursing
in research nursing
in geriatric nursing
in anesthesia
in post-anesthesia and recovery room nursing
in operating room nursing
in neurosurgical nursing
in dialysis nursing
in pre- and post-operative nursing
in cardiac catheterization nursing

in blood bank nursing
in newborn intensive care nursing
in emergency nursing

3 were in intensive care nursing
3 were in school nursing
2 were in family health nursing
2 were in admissions and out-patient nursing

9 respondents did not identify a clinical field of practice associated with their employment. Of these

3 were nursing education administrators
2 were instructors in licensed practical nursing programs
1 was instructor in an associate degree nursing program
1 was instructor and administrator in a health occupations program
1 was employed in theory development in nursing
1 was employed as a childbirth education instructor

The "other" clinical fields of nursing practice specified by the non-modal group on Q Two were, as follows:

1 in each of combined medical-surgical nursing, in-service education
industrial nursing
liaison service nursing
nursing education needs of special students

The findings in Tables MG #20 and #21 gave rise to the following observations:

comparing the proportion of responses by the modal group on Q One and Q Two, it was evident that similar proportions were employed in the practice of 3 out of the 6 large clinical fields of nursing, namely, medical, surgical, combined medical-surgical, and general nursing, psychiatric nursing and public health nursing; however, the proportion practicing maternity nursing and nursing of children had decreased while the proportion practicing "other" clinical fields of nursing had increased. This increase absorbed all the slight to moderate decreases in the other categories; compression of the 9 clinical fields of nursing (Table MG #20) into the 6 large categories (Table MG #21) masked some shifting in the proportion of responses on Q One and Q Two among the fields in the large category of medical, surgical, combined medical-surgical and general nursing; the proportion of responses for surgical nursing and combined medical-surgical nursing remained constant from Q One to Q Two, while the proportion for medical nursing decreased almost the exact amoung that the proportion for general nursing increased;

on Q One there was evidence of differences in the proportion of responses by members of the 2 groups of respondents in 4 out of the 6 large categories of clinical fields of nursing for present employment;

the modal group favored nursing of children and the "other" clinical fields to a greater degree than did the non-modal group, while the non-modal group favored the medical, surgical and general nursing and the public health nursing fields to a greater degree than did the modal group;

the high proportion of responses from both groups of respondents in the "other" category was worthy of attention; the clinical fields of practice specified by those respondents who elected to mark the "other" option (see listing) were classified as (a) combinations of the traditional clinical fields of nursing, (b) functional teaching or administrative fields and (c) new or innovative fields of clinical nursing practice; approximately 13% of the 95 modal group respondents on Q One were practicing in what the writers identified as new fields; this rate had increased to 15% of the 96 modal group respondents reporting practice in new fields on Q Two; the 40 non-modal group of respondents reported on Q One that 10% of them were practicing in new fields of nursing.

A comparison of the rates at which modal group respondents were practicing in the various clinical fields of nursing in the positions they held at the time they answered Q One and Q Two is presented here.

Clinical fields of nursing that were identified by a smaller proportion of the modal group respondents when they answered Q Two in 1972-1976 (7-18 years after graduation) than when they answered Q One in 1967-1971 (2-13 years after graduation) were

	decrease %
nursing of children	5.3
maternity nursing	4.3
medical, surgical, combined med-surg and general nursing	3.5

A clinical field of nursing that was identified by a larger proportion of modal group respondents on Q Two than on Q One was

	increase %
"Other" clinical fields	13.2

The difference in proportion of responses for the 2 remaining clinical fields was less than 3 percentage points.

TYPE OF NURSING POSITION IN PRESENT EMPLOYMENT

A comparison was made of the number and percent of responses by members of the modal and non-modal groups regarding the types of nursing positions they held at the time they answered Q One and Q Two (Question 23 Part 3 Q One and Question 9 Part 3 Q Two). The findings of this comparison are presented in Tables MG #22 and MG #23.

Table MG #22. Percent of Responses For Present Position For Modal and Non-Modal Group Respondents, Q One and Q Two

	Questionnaire One Grad-Resp. Interval 2-13 Years				Questionnaire Two Grad-Resp. Interval 7-18 Years			
Present Nursing Positions	Modal Group N=100		Non-Modal Group N=119		Modal Group N=100		Non-Modal Group N=119	
	N	%	N	%	N	%	N	%
Staff or General Duty Nurse	31	32.6	21	52.5	16	16.2	7	46.7
Head Nurse or Assistant	9	9.5	3	7.5	7	7.1	0	0.0
Supervisor Nurse or Assistant	10	10.5	0	0.0	10	10.1	2	13.3
Nursing Administrator or Assistant	3	3.2	1	2.5	5	5.1	0	0.0
Nursing Consultant	0	0.0	1	2.5	2	2.0	0	0.0
Nursing Instructor or Assistant	22	23.2	9	22.5	33	33.3	1	6.7
Nursing Education Administrator or Assistant	6	6.3	0	0.0	6	6.1	1	6.7
Clinical Specialist	1	1.1	0	0.0	5	5.1	0	0.0
Other	13	13.7	5	12.5	15	15.2	4	26.7
Total	*95	100.1	40	100.0	99	100.2	15	100.1

*3 employed respondents did not record a position

Table MG #23. Comparison of Percent of Responses For Present Positions In 3 Categories For Modal and Non-Modal Respondents, Q One and Q Two

	Questionnaire One Grad-Resp. Interval 2-13 Years				Questionnaire Two Grad-Resp. Interval 7-18 Years			
	Modal Group N=100		Non-Modal Group N=119		Modal Group N=100		Non-Modal Group N=119	
3 Categories of Present Positions	N	%	N	%	N	%	N	%
Nursing Service Related (Staff Nurse, Head Nurse, Supervisor Nurse, Administrator)	53	55.8	25	62.5	38	38.4	9	60.0
Nursing Education Related (Instructor, Nursing Education Administrator)	28	29.5	9	22.5	39	39.4	2	13.3
"Other," Nursing Consultant, Clinical Specialist)	14	14.7	6	15.0	22	22.2	4	26.7
Total	95	100.0	40	100.0	99	100.0	15	100.0

The types of clinical fields in nursing identified by respondents who reported being nursing consultants and clinical specialists and those who used the "other" option are listed here.

On Q One the one modal group respondents who reported holding a position as a clinical specialist indicated that the field of practice was in psychiatric nursing.

The "other" positions specified by modal group respondents were, as follows:

2 each were inservice education coordinators,school nurses,
    clinic nurses and office nurses
1 each was a combined nursing supervisor and instructor
    a combined head nurse and clinical specialist
    an anesthetist
    a research nurse
    an intensive care nurse

On Q One the one non-modal group respondent who recorded holding a position as a nursing consultant indicated that it was in the field of infaction control,

The 5 non-modal group respondents who held "other" positions specified them, as follows:

2 were private duty nurses
1 each was an office nurse
    a charge nurse on the 3-11 p.m. shift
    a counselor in the U.S. Army Nurse Corps

On Q Two the 5 modal group respondents who recorded that they held positions as clinical specialists indicated the following fields of practice, one for each,

psychiatric nursing
surgical nursing
medical nursing
intensive care nursing
public health nursing

The 2 respondents who recorded that they held positions as nursing consultants indicated the following fields of practice, one for each,

maternal and child nursing
public health nursing

The "other" positions specified by modal group respondents on Q Two, were as follows:

2 held positions as both instructors and administrators in
    educational programs
1 each was an anesthetist
    a health care nurse in a junior college
    an instructor in a general hospital
    a nurse practitioner

an administrator in a doctor's office
a school health coordinator
an office nurse
a combines instructor and clinical specialist
an administrator in a health occupations department in a school system
a pediatric nurse associate
an ambulance service nurse
a cardiac catheterization nurse
a family health clinician

On Q Two the 4 non-modal group respondents who held "other" positions specified them, as follows:

1 each was a coordinator of in-service education
an industrial nurse
a public health nurse team leader
a trainer of clinic volunteers

A comparison of the rate at which modal group respondents were employed in various positions in nursing at the time they answered Q One and Q Two is presented here.

The position identified by a smaller proportion of the modal group respondents when they answered Q Two in 1972-1976 (7-18 years after graduation) than when they answered Q One in 1967-1972 (2-13 years after graduation, was

	decrease %
staff or general duty nurse	16.4

Positions that were identified by a larger proportion of modal group respondents on Q Two than on Q One were

	increase %
nursing instructor or assistant	10.1
clinical specialist	4.0

The difference in the proportion of the responses for the 6 remaining options was less than 3 percentage points.

Examination of Tables MG #22 and #23 led to the following observations:

during the 5 year period between answering Q One and Q Two, members of the modal group had made significant changes in the proportion of them who were employed in positions in nursing service, nursing education and "other" positions; the 17.4% of them who had changed from positions in nursing service had moved into positions in nursing education (9.9%) and into "other" nursing positions (7.4%); compression of the 9 types of positions into the 3 large categories masked the type of movement that took place within the large categories; the findings in Table MG #22 indicated that there was a minimal amount of movement up the administrative hierarchy in positions in nursing service; the slight increase in the proportion of respondents in positions as nursing service administrators or assistants in no way accounted for the decreases in the proportion in positions as staff and head nurses; similarly, there was no evidence of movement up the administrative hierarchy in positions in nursing education; compression of the 2 positions, consultant and clinical specialist, along with "other" positions into the larger "other" category also masked the finding that the 7.5% increase in the proportion of responses in this category was due almost entirely to the increases in the proportion of consultants and clinical specialists during the 5 year period;

when the 9 positions in nursing (Table MG #22) were compressed into the 3 large categories (Table MG #23), on Q One there was a significant difference in the proportion of responses between the modal and the non-modal groups in all 3 categories; the non-modal group reported a greater proportion of nursing service related positions and the modal group reported a greater proportion of nursing education related and "other" positions.

DEGREE OF FINANCIAL NEED FOR EMPLOYMENT

A comparison of the number and percent of responses made by modal and non-modal group respondents regarding the degree to which present employment was needed for financial reasons (Question 29 Q One) is presented in Table MG #24.

Table MG #24. Percent of Responses for Degree of Financial Need For Present Employment For Modal and Non-Modal Respondents, by Graduation-Response Interval

		Financial Reasons For Employment		
Modal Group	Respondents N	Essential	Valuable, Not Essential	Not Necessary
Total	98	52.0	41.8	6.1
3-13 Years	52	40.4	51.9	7.7
2 Years	46	65.2	30.4	4.3
Non-Modal Group				
Total	42	42.8	40.5	16.7
3-13 Years	17	41.2	35.3	23.5
2 Years	25	44.0	44.0	12.0

The findings in Table MG #24 indicated that

there was an appreciably greater need for the financial rewards of employment, even 2 years out of school, expressed by members of the modal, compared to the non-modal group respondents;

at 3-13 years out of school the proportion of each group reporting that employment was essential for financial reasons was equal, approximately 40%; there was a difference, however, in the proportion reporting that employment was not necessary for financial reasons, with the non-modal group having three times as many respondents in this situation as was the case with the modal group; half the respondents in the modal group reported that their employment was valuable but not essential financially, while only a third of the non-modal respondents gave this response.

INCOME IN PRESENT POSITION

Comparisons of the number and percent of responses by members of the modal and non-modal groups regarding full-time and part-time annual income for present employment in nursing (Questions 32 and 33 Q One and Questions 12 and 13 Q Two) are presented in Tables MG #25, #26 and #27.

Table MG #25. Percent of Responses For 6 Annual Income Ranges For Full-time Present Nursing Employment For Modal and Non-Modal Respondents, Q One and Q Two

	Questionnaire One Grad-Resp. Interval 2-13 Years				Questionnaire Two Grad-Resp. Interval 7-18 Years			
	Modal Group N=100		Non-Modal Group N=119		Modal Group N=100		Non-Modal Group N=119	
Income Ranges For Full-time Present Nursing Employment	N	%	N	%	N	%	N	%
$ 3,000 - 4,999	5	5.7	0	0.0	0	0.0	0	0.0
5,000 - 6,999	24	27.6	15	53.6	1	1.2	0	0.0
7,000 - 8,999	49	56.3	11	39.3	5	6.0	3	37.5
9,000 - 10,999	7	8.0	2	7.1	20	23.8	4	50.0
11,000 - 14,999	2	2.3	0	0.0	47	56.0	1	12.5
15,000 and over	0	0.0	0	0.0	11	13.1	0	0.0
Total	*87	99.9	**28	100.0	*84	100.0	**8	100.0

*13 respondents were excluded for the following reasons:

- 6 were employed part-time in nursing
- 3 were missionary nurses and gave no income information
- 2 were full-time students of nursing
- 1 was not employed
- 1 was employed but gave no income information

**91 respondents were excluded for the following reasons:

- 10 were employed part-time in nursing
- 1 was a full-time student in nursing
- 2 were employed full-time in nursing but did not give income information
- 78 were not employed

*16 respondents were excluded for the following reasons:

- 14 were employed part-time in nursing
- 1 was a missionary nurse
- 1 was a full-time student

**111 respondents were excluded for the following reasons:

- 7 respondents were employed part-time in nursing
- 104 were not employed

Table MG #26. Percent of Responses for 6 Annual Income Ranges For Part-time Present Nursing Employment For Modal and Non-Modal Respondents, Q One and Q Two

	Questionnaire One Grad-Resp. Interval 2-13 Years				Questionnaire Two Grad-Resp. Interval 7-18 Years			
	Modal Group N=100		Non-Modal Group N=119		Modal Group N=100		Non-Modal Group N=119	
Income Ranges For Part-time Present Nursing Employment	N	%	N	%	N	%	N	%
$ 100 - 999	0	0.0	2	20.0	2	14.3	0	0.0
1,000 - 1,999	3	50.0	1	10.0	1	7.1	1	14.3
2,000 - 3,000	0	0.0	3	30.0	3	21.4	1	14.3
3,000 - 4,000	2	33.3	3	30.0	0	0.0	1	14.3
4,000 - 5,000	1	16.7	0	0.0	6	42.9	2	28.6
Over $5,000	0	0.0	1	10.0	2	14.3	2	28.6
Total	6	100.0	10	100.0	14	100.0	7	100.1

Table MG #27. Percent of Responses From Modal and Non-Modal Groups For 6 Annual Income Ranges For Full-time Present Nursing Employment, By 6 Graduation Response Intervals, Q One and Q Two

			Modal Group											
			Salary Ranges											
Grad-Resp. Intervals	Respondents	Responses	$3000-4999 N	%	5000-6999 N	%	7000-8999 N	%	9000-10,999 N	%	11,000-14,999 N	%	$15,000-Over N	%
Q One														
2 Years Classes 1965-69 Ans'd. 1967-71	47	45[1]	2	4.4	10	22.2	29	64.4	4	8.9	0	0.0	0	0.0
3-5 Years Classes 1962-64 Ans'd. 1967-69	10	8[2]	1	12.5	3	37.5	4	50.0	0	0.0	0	0.0	0	0.0
6-13 Years Classes 1954-61 Ans'd. 1967	43	34[3]	2	5.9	11	32.4	16	47.1	3	8.8	2	5.9	0	0.0
Total	100	87												
Q Two														
7 Years Classes 1967-69 Ans'd. 1972-76	47	38[4]	0	0.0	1	2.6	4	10.5	8	21.1	20	52.6	5	13.2
8-10 Years Classes 1962-64 Ans'd. 1972	10	8[5]	0	0.0	0	0.0	0	0.0	2	25.0	5	62.5	1	12.5
11-18 Years Classes 1954-61 Ans'd. 1972	43	38[6]	0	0.0	0	0.0	1	2.6	10	26.3	22	57.9	5	13.2
Total	100	84												

			Non-Modal Group									
			Salary Ranges									
Grad-Resp. Intervals	Respondents	Responses	$3000-4999 N	%	5000-6999 N	%	7000-8999 N	%	9000-11,999 N	%	15,000-Over N	%
Q One												
2 Years Classes 1965-69 Ans'd. 1967-71	32	19[1]	0	0.0	10	52.6	8	42.1	1	5.3	0	0.0
3-5 Years Classes 1962-64 Ans'd. 1967-69	13	2[2]	0	0.0	1	50.0	1	50.0	0	0.0	0.	0.0
6-13 Years Classes 1954-61 Ans'd. 1967	74	7[3]	0	0.0	4	57.1	2	28.6	1	14.3	0	0.0
Total	119	28										
Q Two												
7 Years Classes 1967-69 Ans'd. 1972-76	32	1[4]	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0
8-10 Years Classes 1962-64 Ans'd. 1972	13	0[5]	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
11-18 Years Classes 1954-61 Ans'd. 1972	74	7[6]	0.	0.0	0	0.0	2	28.6	4	57.1	1	14.3
Total	119	8										

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[1] One missionary, one employed but gave no salary information
[2] One full-time student, one part-time employed
[3] Two missionaries, one full-time student, five part-time employed, one not employed
[4] Eight part-time employed, one full-time student
[5] Two part-time employed
[6] One missionary, four part-time employed

[1] Seven not employed, four employed part-time, two employed but gave no salary information
[2] Nine not employed, one employed part-time, one full-time student
[3] Sixty-two not employed, five employed part-time
[4] Thirty-one not employed
[5] Thirteen not employed
[6] Sixty not employed, seven employed part-time

A comparison was made of the median annual income reported by the modal and non-modal respondents on Q One by graduation-response intervals and by calendar year of response. The findings of this comparison are presented in Summary Table MG #28.

Summary Table MG #28. Estimated Mean Annual Income For Present Full-time Nursing Employment For Modal and Non-Modal Respondents, By 3 Graduation-Response Intervals, Q One

Grad-Resp. Interval	Classes	Year of Response	Estimated Mean Annual Income Modal Group	 Non-Modal Group
2 Years	1965-1969	1967-1971	N=45 $7,555	N=19 $7,210
3-5 Years	1962-1964	1967	N=8 6,750	N=2 6,750
6-13 Years	1954-1961	1967	N=34 7,588	N=7 7,285
		Estimated Mean Annual Income	N=87 $7,494	N=28 $7,196

Examination of the 4 preceding tables, particularly Summary Table MG #28, gave rise to the following observations concerning these earnings data:

there was a $300 difference in the estimated annual earnings between the modal and non-modal respondents on Q One at the time of response. This implied no large monetary reward associated with continuity of employment in nursing;

furthermore, the number of years since graduation yielded only a minor increase in income for both groups;

income, it was inferred, was not a factor in motivating members of the modal group to maintain their commitment to nursing; this was particularly applicable to those who had been active the longest at the time they answered Q One.

In the interest of fairness in interpreting the data presented in Summary Table MG #28, it should be noted that they were collected prior to 1972. It has been demonstrated (Table Q 32 #12) that salary increases began to accelerate after 1972.

Only eight respondents in the non-modal group of 119 respondents reported full-time income for present employment in nursing on Q Two.

A comparison was made of the income reported by these eight respondents and the income reported by their respective classmates in the modal group. The findings of this comparison are presented in Table MG #29.

Table MG #29. Comparison of Income For Full-time Nursing Employment by Modal and Non-Modal Respondents, By Class, Q Two

	Modal Group				Non-Modal Group		
Class	Answered In	N	*P/A Years %	Estimated Mean Annual Income	N	*P/A Years %	Estimated Mean Annual Income
1954	1972	5	100.0	$12,200	1	70.0	$10,000
1955	1972	6	100.0	12,333	2	100.0	10.000
1956	1972	7	100.0	12,000	1	50.0	8,000
1957	1972	3	86.7	12,000	2	90.0	11,500
1958	1972	7	100.0	12,570	1	100.0	8,000
1968	1975	15	92.0	12,200	1	60.0	8,000
		43	Est. Mean	$12,232	8	Est. Mean	$ 9,500

*In this tabulation the percent of the potential years that was spent active in nursing is calculated for these individual respondents and for the 5 year interval between questionnaires

Caution was exercised in interpreting the findings in Table MG #29 because of the small number of non-modal group respondents. However, the following trends were identified:

the modal group respondents earned $2,700 more annually, on the average, than did their classmates in the non-modal group; in this regard, it should be noted, however, that more than one-third of the 43 modal group respondents (Class of 1968) reported their income on Q Two during the period of accelerated increases in income;

nevertheless, it appeared that modal group incomes were diverging from non-modal group incomes more significantly on Q Two than on Q One; this conclusion was supported by the fact that members of the Class of 1968 in the modal group, when they answered Q One in 1970, were earning at the $7,555 estimated income level (Table MG #28) while the 15 modal group members of the Class of 1968, when they answered Q Two in 1975, had reached the $12,200 level; this divergence cannot be explained fully, however, by the general increase in incomes in the 1972-1975 period.

MASTER'S DEGREES AND INCOMES

The number and percent of the respondents in the modal and non-modal groups who held the master's degree and comparisons of the income levels reported by those who held the master's degree and those who did not (Question 10 Q One and Question 14 Q Two) are presented in Tables MG #30, MG #32 and MG #33.

The number of modal group respondents who held the master's degree at the time they answered Q One or Q Two is presented, by Class, in Table MG #30.

Table MG #30. Number of Respondents In Modal Group That Held Master's Degrees As Reported On Q One and Q Two, By Class

	Q One Answered 1967-1971		Q Two Answered 1972-1976		
Class	Grad-Resp. Interval Years	Master's Degrees N	Grad-Resp. Interval Years	Master's Degrees N	Total Master's Degrees N
1954	13	1	18	2	3
1955	12	0	17	0	0
1956	11	3	16	0	3
1957	10	1	15	0	1
1958	9	2	14	0	2
1959	8	1	13	*1	2
1960	7	1	12	0	1
1961	6	0	11	1	1
1962	5	4	10	*0	4
1963	4	0	9	0	0
1964	3	0	8	1	1
1965	2	0	7	2	2
1966	2	1	7	1	2
1967	2	0	7	1	1
1968	2	0	7	5	5
1969	2	1	7	2	3
Total		15		16	**31

*One doctorate reported in addition to the master's degree recorded

**Discrepancies in the total number of modal group respondents holding master's degrees, from one analysis to another, is due to the fact that a few had to be dropped from each analysis because they qualified overall for the criteria for the modal group but did not qualify every time for the specific area under consideration. For instance, those who were full-time students or were missionaries at one response period did not report income data at that time; their status at the time of response did, however, qualify them for inclusion in the modal group.

Four respondents in the non-modal group of 119 reported on Q One and/or Q Two that they held master's degrees. Information about these degrees and the income that these respondents earned is presented in Table MG #31.

Table MG #31. Degrees and Incomes Earned By 4 Non-Modal Respondents With Master's Degrees

Class	N	Degree	Major	Year Earned	Mean Annual Income Q One	Year Reported	Mean Annual Income Q Two	Year Reported
1954	1	M.S.N.	Psychiatric Nursing	1966	$8000	1967	Not Employed	1972
1956	1	M.S.N.	Nursing	1971	Not Employed	1967	Pt.Time $9000	1972
1969	2	M.N.	Ped. Nursing	1971	$8000	1971	Not Employed	1976
		M.S.	Nursing	1976	$8000	1971	Not Employed	1976

The small number of respondents in this analysis made it undesirable to make any comparison between modal and non-modal respondents on the subject of income associated with master's degrees.

A tabulation of the mean annual income reported by modal respondents who held master's and doctoral degrees when they reported on Q One and Q Two, by Class, is presented in Table MG #32.

Table MG #32. Estimated Mean Annual Income for Full-time Employment in Nursing For Modal Respondents, By 2 Categories of Graduate Education, By Class, Q One and Q Two

	Q One Answered 1967-1971 Grad-Resp. Interval 2-13 Years				Q Two Answered 1972-1976 Grad-Resp. Interval 7-18 Years			
	Master's		Non-Master's		Master's		Non-Master's	
Class	N	Mean Income	N	Mean Income	N	Mean Income	N	Mean Income
1954	1	$10,000	2	$ 7,500	3	$12,666	2	$11,500
1955	0	0	5	8,300	0	0	6	12,333
1956	2	10,500	6	7,000	1	15,000	6	11,500
1957	1	8,000	1	8,000	1	13,000	2	11,500
1958	2	8,000	4	6,875	2	13,000	5	12,400
1959	0	0	2	9,000	2	14,000	1	13,000
1960	1	8,000	5	6,900	1	13,000	5	11,800
1961	0	0	2	6,250	1	13,000	0	0
1962	3	8,000	0	0	4	13,500	0	0
1963	0	0	1	5,500	0	0	1	13,000
1964	0	0	4	6,375	1	10,000	2	12,500
1965	0	0	9	6,222	2	13,000	6	10,000
1966	1	8,000	6	7,500	2	13,000	4	11,500
1967	0	0	1	8,000	0	0	3	12,666
1968	0	0	17	7,882	4	14,000	9	11,277
1969	1	10,000	10	8,400	3	13,000	5	12,200
Total	12		75		*27		57	

*Includes those who held master's degrees when they answered Q One and 2 doctoral level respondents on Q Two

A comparison of the estimated mean annual income for full-time employment in nursing of the respondents in the modal group at the time they responded to Q One and Q Two and by 2 categories of graduate education is presented in Table MG #33.

Table MG #33. Estimated Mean Annual Salary of Respondents in Modal Group On Q One and Q Two By 2 Categories of Graduate Education

	Estimated Mean Annual Salary			
Graduate Education Category	Q One Answered 1967-1971		Q Two Answered 1972-1976	
With Master's Degree	N=12	$ 8,750	N=27	$13,222
Without Master's Degree	N-75	7,393	N=57	11,675

There was an estimated mean annual increase in income for the respondents holding the master's degree over the 5 year interval between responses of $4,472. The increase for respondents not holding the master's degree was $4,282.

The findings of this comparison indicated that

the advantage of having a master's degree over not having one during the years 1967-1971 when Q One was answered was $1,357 in the estimated mean annual income; this advantage had increased during the years 1972-1976 when Q Two was answered to $1,547;

taking into account an annual inflation rate of 7%, the estimated mean annual income of $8,750 for the 12 modal group respondents who held master's degrees at the time they answered Q One should have risen to an estimated mean annual income of $12,271 due to inflation alone by the time they answered Q Two; the "real" increase beyond inflation of $951 over 5 years constituted an 11% increase in five years or a 2.2% annual increase;

the estimated mean annual income of $7,393 for the 75 modal group respondents who did not hold the master's degree when they answered Q One should have risen to an estimated mean annual income of $10,366 due to inflation alone, by the time they answered Q Two; the "real" increase of $1,309 beyond inflation over 5 years constituted a 17% increase in 5 years or a 3.4% annual increase in income.

Using these findings alone, it was difficult to draw conclusions about the influence that holding the master's degree may have had on incomes. Factors that needed to be considered in any such exercise included the actual cost of the master's degree, the loss of income during the period of study for the master's degree, the years of experience regardless of the degree and the relationship of the date the degree was earned to the date the income was reported.

ADDITIONAL EDUCATION AS A REQUIREMENT IN TERMS OF EMPLOYMENT

The degree to which additional education was a requirement in the terms of employment for present positions among members of the Modal and Non-modal Groups was considered. The responses by the 2 Groups to Questions 34, 35 and 36 on Q One and Questions 15 and 16 on Q Two are presented in Table MG #34.

Table MG #34. Percent of Responses For Requirement of Additional Education In Terms of Present Employment For Modal and Non-Modal Respondents, By Graduation-Response Intervals, Q One and Q Two

	Questionnaire One												Questionnaire Two											
	Modal Group N=100						Non-Modal Group N=119						Modal Group N=100						Non-Modal Group N=119					
Additional Education	Total N=91		3-13 Years N=47		2 Years N=44		Total N=39		3-13 Years N=14		2 Years N=25		Total N=94		8-18 Years N=50		7 Years N=44		Total N=14		8-18 Years N=13		7 Years N=1	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Required	14	15.4	8	17.0	6	13.6	4	10.3	3	21.4	1	4.0	18	19.1	7	14.0	11	25.0	2	14.3	2	15.4	0	0.0
Encouraged	53	58.2	25	53.2	28	63.6	18	46.2	5	35.7	13	52.0	54	57.4	33	66.0	21	47.7	5	35.7	5	38.5	0	0.0
Not A Factor	24	26.4	14	29.8	10	22.7	17	43.2	6	42.9	11	44.0	22	23.4	10	20.0	12	27.3	7	50.0	6	46.2	1	100.0

The findings presented in Table MG #34 concerning the relationship of additional education to the terms of employment in the present position indicated that

at 2 years out of school a larger proportion of modal than non-modal group members were employed in positions in which additional education was required in the terms of employment or encouraged by the employer;

at 3-13 years out of school the proportions were relatively the same for the 2 groups in the area of required additional education, but in the matter of encouragement toward additional education, the proportion for the modal group was still greater than for the non-modal group;

the trend during the period between Q One and Q Two for modal group members 7 years out of school was toward an increase in the proportion that were in positions in which additional education was required; this trend was largely at the expense of positions in which additional education was encouraged;

the trend for the modal group members 8-18 years out of school on Q Two was toward a slight decrease in the proportion of positions in which additional education was a requirement.

The small number of respondents in the non-modal group who held positions when they answered Q Two makes comparisons of Q Two findings with Q One findings unwise for this group.

The type of additional education that was required in the terms of employment, and encouraged but not required by the employer, was considered (Question 35 Q One and Question 16 Q two).

The percent of responses for 5 types of additional education recorded by modal and non-modal respondents on Q One and Q Two by 4 graduation-response intervals is presented in Table MG #35.

Table MG #35. Percent of Responses For Type of Additional Education Required and Encouraged for Modal and Non-modal Groups, By 4 Graduation-Response Intervals, Q One and Q Two

	Questionnaire One												Questionnaire Two											
	Modal Group N=100						Non-Modal Group N=119						Modal Group N=100						Non-Modal Group N=119					
Type of Additional Education	Total Re-sponses N=116		3-13 Years *N=57		2 Years N=59		Total Re-sponses N=39		3-13 Years N=14		2 Years N=25		Total Re-sponses N=86		8-18 Years N=46		7 Years N=39		Total Re-sponses N=10		8-18 Years N=10		7 Years N=0	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
In-service Programs	36	31.0	13	22.8	23	39.0	15	38.5	5	35.7	10	40.0	37	43.0	19	40.4	18	46.2	8	80.0	8	80.0	0	0.0
Short Courses, Institutes	29	25.0	14	24.6	15	25.4	8	20.5	1	7.1	7	28.0	17	19.8	11	23.4	6	15.4	1	10.0	1	10.0	0	0.0
Professional Nursing	12	10.3	7	12.3	5	8.5	6	15.4	2	14.3	4	16.0	7	8.1	4	8.5	3	7.7	0	0.0	0	0.0	0	0.0
Master's Level	26	22.4	13	22.8	13	22.0	7	17.9	4	28.6	3	12.0	13	15.1	5	10.6	8	20.5	0	0.0	0	0.0	0	0.0
Doctoral Level	9	7.8	7	12.3	2	2.4	2	5.1	1	7.1	1	4.0	5	5.8	4	8.5	1	2.6	0	0.0	0	0.0	0	0.0
Other	4	3.4	3	5.3	1	1.7	1	2.6	1	7.1	0	0.0	7	8.1	4	8.5	3	7.7	1	10.0	1	10.0	0	0.0

The findings presented in Table MG #35 on types of additional education that were required and encouraged indicated that

the modal and non-modal groups in both the 2 year and 3-13 year graduation-response intervals on Q One reported relatively similar proportions of responses for in-service programs and short courses and institutes as forms of further education that were required and/or encouraged;

the modal group, at 2 years out of school, reported that the general requirement of additional education in professional nursing was less significant in their positions than it was for their classmates in the non-modal group, while at 3-13 years out of school the proportions of responses were approximately equal;

the modal group at 2 years out of school, however, reported a higher proportion of positions in which graduate education specifically on the master's level was required and/or encouraged than did their non-modal classmates;

it was the non-modal group, at 3-13 years out of school that reported a higher proportion of positions in which graduate education on the master's level was required and/or encouraged than was the case for their modal group classmates; this finding may relate to the fact that a greater proportion of the modal group members had already achieved the master's level 3-13 years out of school than was the case for non-modal group members (Tables MG #30 and #31).

PATH STUDY TRACING ADDITIONAL EDUCATION AS A REQUIREMENT, Q ONE TO Q TWO

A path study was done on the responses of the 28 members of the Modal Group and the 6 members of the Non-modal Group who reported on either Q One or Q Two, or on both, that the job they held at the time they answered, required additional education as one of the terms of employment. The path study considered the following variables in each case: graduation-response interval, year of response, type of employer, title of position, whether respondent did or did not hold a master's degree at the time of answering and the type of additional education that was required in the terms of employment.

The detailed information on these factors for the 28 modal group respondents is presented in Table A 26 Appendix A.

The distribution of the 28 responses to Question 34 Q One and the movement, if any, from one type of response on Q One to another type of sponse to Question 15 on Q Two is presented in Table MG #36.

Table MG #36. Changes of Status Regarding Additional Education and Present Position From Q One To Q Two For 28 Modal Group Respondents

Questionnaire One		Questionnaire Two	
Grad-Resp. Interval 2-13 Years		Grad-Resp. Interval 7-18 Years	
Required By Terms of Employment	N=14	4 Stayed In "Required" 6 Moved To "Encouraged" 4 Moved To "Not A Factor"	
Encouraged By Employer	N=9	9 Moved To "Required"	
Not a Factor	N=3	3 Moved To "Required"	
No Response	N=2	2 Moved To "Required"	
Required	N=14	Required	N=18
Encouraged	N= 9	Encouraged	N= 6
Not a Factor	N= 3	Not a Factor	N= 4
No Response	N= 2	No Response	N= 0
Total	28		28

The findings presented in Table MG #36 indicated that

respondents in positions where further education was not a requirement when they answered Q One were more likely to be in positions where it was a requirement on Q Two than were those who held positions in which it was a requirement on Q One;

only 29% of those in positions requiring further education on Q One were in similar positions on Q Two, whereas, 100% of the respondents who were not in such positions on Q One had moved into them by the time they answered Q Two.

Four of these 28 respondents reported being in jobs that required additional education on both questionnaires,

1 was an instructor in an associate degree program, did not hold a master's degree but indicated that it was a requirement of the job on Q One; she was an instructor in an associate degree program, holding a master's degree in nursing and specifying short courses and institutes as the additional education requirement of her job on Q Two

1 was a nursing administrator in a university clinical research unit, held a master's degree in nursing and specified short courses in principles of management and post-master's education as requirements of her job on Q One; she was an instructor in a collegiate school of nursing, held a Ph.D. in nursing and indicated no specific type of additional education as a requirement for her job on Q Two;

1 was an instructor in an associate degree program, did not hold a master's degree but indicated that it was a requirement of the job on Q One;

she was instructor in a collegiate school of nursing, held a master's degree in nursing and specified in-service programs as the additional education requirement of her job on Q Two;

1 was a school nurse, did not hold a master's degree and indicated that college credit in non-nursing courses met the additional education requirement of her job on Q One; she was a nursing consultant in maternal and child health with a public health agency, held a master's degree in public health nursing and indicated no specific type of additional education as a requirement of her job on Q Two.

Of the remaining 24 modal group respondents, 10 indicated that further education was *required* in the terms of employment for the position they held *at the time they answered Q One*. The employers of these 10 respondents were

general hospitals	4
veterans hospital	1
public health agency	1
hospital schools of nursing	2
collegiate school of nursing	1
mission board	1
	10

The types of positions held by the respondents were

staff or general duty nurse	2
head nurse or assistant	2
supervisor nurse or assist.	1
instructor	2
nursing education administrator or assistant	2
intensive care nurse	1
	10

The types of further education they identified as being required by the terms of employment were

in-service programs	8
short term courses or institutes	3
1 specified Head Nurse institute	
1 specified coronary care nursing	
1 specified needs of ICU nurses taught by doctors	
graduate education on the master's level	3
graduate education on the doctoral level	1
preparation in religious education	1
	*16

*respondents were entitled to 2 types each

At the time they answered Q One, one of these 10 respondents held a master's degree (religious education).

Of the remaining 24 modal group respondents, 14 reported that further education was required in the terms of employment for the positions they held at the time they answered Q Two. The employers of these respondents were

general hospitals	3
veterans hospital	0
public health agency	1
school system	1
hospital school of nursing	2
collegiate school of nursing	2
associate degree program	3
licensed practical nursing program	1
health access center	1
	14

The types of positions held by these respondents were

staff nurse	0
head nurse	1
supervisor nurse	2
nursing service administrator	0
instructor	7
nursing education administrator	1
clinical specialist	1
school nurse	1
adult health nurse practitioner	1
	14

The types of further education they identified as being required by the terms of employment for their present jobs were

in-service programs	7
short courses and/or institutes	2
additional education in professional nursing	2
graduate education on master's level	6
graduate education on doctoral level	0
6 hrs. in any subject toward teaching certificate	2
	*19

*Respondents were entitled to 2 types each

At the time they answered Q Two, 5 of these 14 respondents reporting that additional education was a requirement of their present jobs held master's degrees:

1 held a master's degree in psychiatric nursing,was employed as an instructor in an associate degree program in nursing and specified short courses and workshops as the additional education that was required;

1 held a master's degree in psychiatric nursing,was employed as an instructor in a collegiate school of nursing and specified inservice programs as the additional education required;

1 held a master's degree in medical-surgical nursing,was employed as an instructor in a collegiate school of nursing and specified inservice programs as the additional education that was required;

1 held a master's degree in medical-surgical nursing,was employed as a clinical specialist in a general hospital and specified inservice programs and courses in professional nursing as the additional education that was required;

1 held a master's degree in public health,was employed as a nursing consultant by a public health agency and did not specify that any additional education was required.

There were 9 modal group respondents on Q One who reported that additional education was encouraged in relation to their present positions but was not a requirement in the terms of employment. None of them reported this same status on Q Two. These 9 respondents identified these employers,

general hospitals	5
veterans hospital	2
public health agency	1
out-patient department	1
	9

These 9 respondents identified these positions

staff nurse	4
head nurse	1
supervisor nurse	3
instructor	1
	9

The types of additional education that they identified as being encouraged for their positions on Q One were

in-service programs	6
short courses and/or institutes	4
additional education in professional nursing	3
graduate education on master's level	3
bachelor's degree in non-nursing major	1
	*17

*Respondents were entitled to 2 types each

At the time that they answered Q One none of these 9 respondents held a master's degree; 1 reported 51 hours credit toward a master's degree in psychiatric nursing.

All of these 9 respondents, when they answered Q Two, reported that they were in jobs in which additional education was a requirement of the terms of employment.

There were 3 modal group respondents who reported that additional education was not a factor in relation to their present employment on Q One.

2 were staff nurses in general hospitals and one was a staff nurse in a public health agency; none of the 3 held a master's degree on Q One.

All 3, when they answered Q Two, reported that additional education was required in the terms of their employment for present jobs. The employers they reported on Q Two were a health access center, position-adult health nurse practitioner, an associate degree program, position-instructor and a general hospital, position-cardiac catheterization technician and lab RN. None of these 3 held the master's degree on Q Two.

The adult health nurse practitioner reported that the additional education required of her was short courses in maternal and child health nursing; the instructor in the associate degree nursing program reported that her requitement was graduate education on the master's level and the cardiac catheterization technician reported her requirement was on the job training in cardiac catheterization procedures.

The 9 respondents who reported that they were encouraged to secure additional education on Q One and reported on Q Two that their jobs now required that they continue their education, identified these employers on Q Two

general hospitals	2
licensed practical nursing program	1
associate degree program	2
hospital school of nursing	2
collegiate school of nursing	1
public health agency	1
	9

These 9 respondents identified these positions

nursing supervisor	2
instructor	5
administrator of occupational health department in Tech Vocational Sch.	1
clinical specialist	1
	9

The types of additional education that they identified as being required in the terms of their employment on Q Two were

in-service programs	5
graduate education on master's level	4
1 course per year for teacher certification	1
additional education in professional nursing	2
	12

At the time that they answered Q Two 4 of these 9 respondents reported no educational preparation beyond the bachelor's degree, three reported course work in progress and 2 reported holding the master's degree, one with a major in medical-surgical nursing, the other with a major in psychiatric nursing. The positions reported by these 2 who held the master's degrees were clinical specialist and instructor.

In the non-modal group there were 6 respondents who reported on either Q One or Q Two that the job they held at the time of answering required further education as one of the terms of employment. The detailed information for the path study of these 6 non-modal respondents is presented in Table A 27 Appendix A.

The distribution of these responses on Q One and the movement from one type of response to another on Q Two is presented in Table MG #37.

Table MG #37. Additional Education and Present Position From Q One To Q Two For 6 Non-Modal Group Respondents

	Questionnaire One Grad-Resp. Interval 2-13 Years	Questionnaire Two Grad-Resp. Interval 7-18 Years
Required By Terms of Employment	N=4	N=2
Encouraged by Employer	N=0	N=0
Not a Factor	N=0	N=0
No Response (not employed)	N=2	N=2 (not employed)
Total	N=6	N=6

The findings for this very small sample of the non-modal group indicated that

> *the pattern portrayed by the modal group respondents in this path study was found again in the non-modal group, namely, none of these respondents who held positions requiring further education on Q One held positions with a similar requirement on Q Two; neither of the respondents who held such positions on Q Two had held this type of position on Q One.*

The employers of the 4 respondents who reported that further education was required in the terms of employment on Q One were

U.S. Army hospital	1
licensed practical nursing program	1
collegiate school of nursing	2

The positions they held were

head nurse	1
instructor	3

The types of further education they identified as being required by th terms of employment were

in-service programs	1
additional education in professional nursing	1
graduate education on the master's level	2
graduate education on the doctoral level	1
	*5

*Respondents entitled to 2 types each

At the time they answered Q One, 1 of these 6 respondents held the master's degree in nursing and 1 reported course work in progress in industrial education.

The employers of the 2 respondents who reported on Q Two that they held positions for which additional education was one of the terms of employment, were

general hospital	1
collegiate school of nursing	1

The positions were staff nurse, 1, and nursing education administrator, 1.

The types of additional education they reported as being required were

in-service programs	2
courses in counseling	1
	*3

*Respondents were entitled to 2 types each

The respondent who held the position of nursing education administrator in the collegiate school of nursing held the master's degree in education.

The reader is reminded that the criterion that characterized the nonmodal group members was that they were not employed or active in any way in nursing at the time that they answered at least one of the questionnaires.

EVALUATION OF UTCN PROGRAM

Modal and non-modal group respondents in the Classes of 1960 through 1969 answered the Supplement that accompanied Q One (see Introduction page 2 and Appendix B page 566). Respondents in the Classes 1960-1964, inclusive, answered it in 1967 when they had been out of school from 3 to 7 years, respectively. Respondents in the Classes 1965-1969, inclusive, answered it 2 years after graduation in the years 1967 to 1971, respectively.

The maximum number of modal group respondents who were eligible to answer the Supplement was 63 and for the non-modal group respondents, the number was 61.

Respondents were asked to indicate how they felt the objectives of the U.T. College of Nursing were achieved during their educational program at the University. They responded by indicating that the level of achievement was excellent, good, fair, or poor. In the analysis of the responses, values of 4, 3, 2 and 1 points were assigned to the ratings of excellent, good, fair and poor, respectively.

The findings of the analysis of the responses to Questions 73-79 on the Supplement, arranged in rank order of points, for the modal and non-modal groups and by 2 graduation-response intervals for each group, are presented in Table MG #38.

Table MG #38. Rating of Levels of Achievement of Educational Objectives of the College, By Total Sample, Modal and Non-Modal Group Respondents, By Graduation-Response Intervals

Total Sample Ranking By Points Out of Possible 4	*Objectives	Scores For Total Sample	Group		Grad-Resp. Interval 3-7 Years		Grad-Resp. Interval 2 Years	
			Modal	Non-Modal	Modal	Non-Modal	Modal	Non-Modal
		N=124	N=63	N=61	N=18	N=30	N=45	N=31
1	To acquire information to plan nursing care	3.47	3.41	3.54	3.41	3.60	3.37	3.48
2	To acquire educational foundation to proceed to master's degree	3.34	3.31	3.38	3.33	3.50	3.25	3.25
3	To acquire information to evaluate nursing care	3.26	3.03	3.31	3.46	3.43	3.02	3.35
4	To do scientific thinking to be able to make wise decisions	3.17	3.14	3.21	3.33	3.26	3.06	3.16
5	To acquire attitudes...for professional...living...maturity	3.09	3.06	3.13	3.33	3.26	2.95	3.00
6	To acquire information to give nursing care	3.05	2.95	3.16	3.23	3.23	2.84	3.09
7	To develop skills to practice preventive nursing	3.04	2.98	3.11	3.35	3.40	2.84	2.82
8	To develop skills to practice curative nursing	2.91	2.87	2.96	3.17	3.16	2.75	2.75
9	To give professional nursing care in the hospital	2.85	2.79	2.91	3.05	3.06	2.68	2.76
10	To give professional nursing care in the community	2.85	2.76	2.94	2.94	3.07	2.69	2.44
11	To give professional nursing care in the home	2.80	2.64	2.91	2.82	3.10	2.63	2.73
12	To develop skills to practice rehabbilitative nursing	2.78	2.70	2.87	2.64	2.76	2.72	3.00
13	To direct others in giving nursing care	2.77	2.64	2.91	2.82	3.06	2.57	2.77
	Average	3.02	2.94	3.10	3.14	3.22	2.87	2.96

*For exact wording of objectives see copy of Supplement, Appendix B

The findings in Table MG #38 provided the basis for the following observations:

the responses of the modal group members, in toto, and by graduation-response intervals tended to be slightly less favorable (more critical) than the responses of the non-modal group members (average rating 2.94 vs. 3.10);

the responses of the members in both groups who answered 2 years after graduation tended to be less favorable (more critical) than the responses of the members in both groups who answered 3-7 years after graduation (average ratings 2.92 vs. 3.18);

the objectives given consistently higher ratings for levels of achievement by all the groups dealt with the more cognitive aspects of the program, occupying ranks 1 through 6;

the objectives dealing with the development of skills for the practice of nursing were rated average to below average for levels of achievement, occupying ranks 7 and 8 (average) and rank 12 (below average);

the objectives dealing with preparation to give professional nursing care in the hospital, the community and the home, were given consistently low rankings, falling places 9, 10 and 11; this finding can be considered as supporting the conventional wisdom to the effect that baccalaureate nursing graduates do not feel completely competent to give nursing care immediately upon graduation;

the objective dealing with the preparation to direct others in giving nursing care was consistently ranked lowest or next to lowest, by all groups, indicating that respondents perceived it to be the area of lowest achievement in the program.

A possible explanation of the consistently less favorable ratings given by modal group respondents is the likelihood of greater ego involvement and career commitment in respondents in this group; the educational experience could well have been perceived as being more important and was, in consequence, evaluated more critically by them than by the respondents in the non-modal group.

Question 80 on the Supplement asked respondents to identify changes they felt should have been made in the baccalaureate program. 9 options were offered and respondents were asked to circle all that applied.

The findings for the responses to Question 80 for the respondents in the Modal and the Non-Modal Groups, by total group and by 2 graduation-response interval sub-groups, are presented in Table MG #39.

Table MG #39. Rating of "Needed Changes" In Program, By Total Sample, Modal and Non-Modal Group Respondents, By Graduation Response Intervals

Total Sample Ranking By Percent of Responses	Changes Needed	Total Sample Responses N=329 %	Modal Group Total N=175 %	Modal Group 3-7 Years N=37 %	Modal Group 2 Years N=138 %	Non-Modal Group Total N=154 %	Non-Modal Group 3-7 Years N=69 %	Non-Modal Group 2 Years N=85 %
1	More Opportunity for Application of Nursing Principles in Clinical Setting	24.9	24.6	18.9	26.1	25.3	26.1	24.7
2	Greater Exposure To Professional Nursing In Clinical Setting	24.6	22.3	21.6	22.5	27.3	27.5	27.1
3	Greater Variety of Clinical Experiences	12.5	12.0	10.8	12.3	13.0	13.0	12.9
4	Improvement In Relationships With Other Colleges of the University	12.2	15.4	13.5	15.9	8.4	8.7	8.2
5	More Academic Electives	7.6	6.9	16.2	4.3	8.4	13.0	4.7
6	Other	7.6	8.0	5.4	8.7	7.1	5.8	8.2
7	More Nursing Electives	6.4	6.3	5.4	6.5	6.5	1.4	10.6
8	No Major Changes Needed	3.0	2.3	8.1	0.7	3.9	4.3	3.5

The findings in Table MG #39 provided the basis for the following observations:

consistently high among the nominations for areas needing change, by the total sample and all the sub-groups, were the options associated with the clinical practice of nursing; this observation supported the one based on findings in Table MG #41 that respondents in all groups rated their achievement low in relation to objectives dealing with the development of skills for the practice of nursing and with preparation to give professional nursing care in hospital, community and home;

next in ranking by the total sample were the options associated with greater variety of clinical experiences and relationships with other Colleges of the University;

these changes, ranked as 1 through 4 in importance, accounted for 74.2% of all the nominations for change;

*there were no dramatic differences between the findings for the modal and the non-modal groups or between the 2 graduation-response interval groups, except in the case of the change toward more academic electives; the need expressed by the 3-7 year interval respondents in both modal and non-modal groups was considerably greater than the need identified by the 2 year interval respondents; since all the respondents in the 3-7 year interval group answered the Supplement in 1967, while those in the 2 year interval group answered in the years from 1967 to 1971, it was appropriate to speculate that curriculum changes could have influenced these responses; in fact, the curriculum in force under *Generic Program 2 which did play a part in the educational experiences of Classes 1960-1963, included fewer academic elective credits than did Generic Program 3 which was the curriculum followed by Classes 1964-1969;*

as was the case in relation to their feelings about the levels to which the educational objectives were achieved, the respondents in the modal group who answered the Supplement 2 years after graduation were, again, the most critical sub-group as evidenced by their 0.7% response rate for the option, "no major changes needed;"

it was evident that, in regard to the change to improve relationships with the other Colleges of the University, the respondents in the modal group rated it as more important than did the respondents in the non-modal group; it was hypothesized that since those in the modal group had had more experience in the practice of nursing, the significance of relationships with other practicing health professionals was more obvious to them than it was to respondents in the non-modal group.

**see Introduction, p 3 and Introduction Table #6, Respondent Population By Program and By Class, Q One*

Question 81 on the Supplement asked respondents to identify improvements in the baccalaureate program that they felt should have been made. 8 options were offered and respondents were asked to circle all that applied.

The findings for the responses to Question 81 for respondents in the modal and the non-modal groups, by total sample and by 2 graduation response interval groups, are presented in Table MG #40.

Table MG #40. Rating of "Needed Improvement" In Program, By Total Sample, Modal and Non-Modal Groups, By Graduation-Response Intervals

Total Sample Ranking By Percent of Responses	Improvements Needed	Total Sample Responses N=299 %	Modal Group Total N=175 %	Modal Group 3-7 Years N=37 %	Modal Group 2 Years N=138 %	Non-Modal Group Total N=124 %	Non-Modal Group 3-7 Years N=50 %	Non-Modal Group 2 Years N=74 %
1	Teaching Methods In Clinical Areas	18.9	19.9	17.8	20.7	17.7	20.0	16.2
2	Teaching Methods In Classroom	18.2	20.5	17.8	21.6	15.3	14.0	16.2
3	Student-Faculty Relationships	17.9	19.9	11.1	23.4	15.3	4.0	23.0
4	Evaluation of Student Performance in Clinical Area	17.5	16.7	20.0	15.3	18.5	20.0	17.6
5	Professional Competence of Faculty	10.4	10.3	11.1	9.9	10.5	8.0	12.2
6	No Major Improvements Needed	7.5	5.1	11.1	2.7	10.5	18.0	5.4
7	Academic Preparation of Faculty	6.4	5.1	11.1	2.7	8.1	10.0	6.8
8	Other	3.2	2.6	0.0	3.6	4.0	6.0	2.7

The findings in Table MG #40 provided the basis for the following observations:

almost equal proportions of the total responses were recorded for the improvements that ranked 1 through 4; responses for these 4 improvements constituted 72.5% of all responses to the question; this general feeling about the need for improvement in the program identified teaching methods in the clinical area and the classroom, student-faculty relationships and evaluation of student performance in the clinical areas as needing improvement; there were no clear patterns associating the response levels of the modal and non-modal groups or the graduation-response interval groups for these 4 improvements;

the writers' interpretation of the meaning of this finding was that, here again, the respondents gave voice to their strong feelings that their primary concern was with the preparation they had received for the actual practice of professional nursing; the writers interpreted the respondents' concern for improvement in teaching methods in the clinical area as a possible reflection of the perceived need for a more clinically oriented role modeling on the part of faculty;

the 2 year graduation-response interval sub-groups, in both the modal and non-modal groups, indicated clearly that they felt more strongly about the need for improvement in student-faculty relationships than did the 3-7 year graduation-response interval sub-groups; one variable that could be considered to influence faculty-student relationships is class size; the Classes 1960-1964 (the 3-7 years sub-groups) ranged in numbers of graduates from 8 to 23 students, an average of 18.4 per Class; the Classes 1965-1969 (the 2 year sub-groups) ranged from 21 to 44 students, an average of 30.2 per Class (see Appendix A Table A 1); it was hypothesized that student-faculty relationships were assessed as less in need of improvement by respondents who had experienced student-faculty relationships in the smaller classes; differences in the size of the faculty and in the number of settings for clinical practice could also have influenced student-faculty relationship; however, these variables were not amenable to quantification, so were not considered;

responses to the option, "no major improvement was needed," indicated that the least critical group was the non-modal group respondents answering 3-7 years after graduation, while the most critical was, again, the modal group respondents answering 2 years after graduation.

OPINIONS ON WHETHER LESS QUALIFIED PERSON COULD PERFORM PRESENT JOB

A comparison of the number and percent of responses for modal and non-modal group respondents regarding the belief the respondent held about the ability of an individual with less formal nursing education to satisfactorily perform her present position (Question 31 Q One) is presented in Table MG #41.

Table MG #41. Percent of Responses For Opinions On Ability of Individual With Less Formal Nursing Education Than Respondent To Perform Present Job Satisfactorily, By Modal and Non-Modal Group Respondents and By 2 Graduation-Response Intervals.

		"Could an individual with less formal nursing education than you have perform your present job satisfactorily?"			
		Yes	No	Undecided	Not Applicable
Modal Group	Respondents N	Responses %	Responses %	Responses $%	Responses %
Total	97	35.1	52.6	11.3	1.0
3-13 Years	51	29.4	54.9	13.7	2.0
2 Years	46	41.3	50.0	8.7	0.0
Non-Modal Group					
Total	41	34.1	51.2	12.2	2.4
3-13 Years	16	6.3	81.3	6.3	6.3
2 Years	25	52.0	32.0	16.0	0.0

The findings presented in Table MG #41 indicated that

the opinions expressed by the total populations of the 2 groups were very similar, one-half of the respondents in each group believed that an individual with less formal nursing education than they had could not perform their jobs satisfactorily while a third believed that such an individual could perform them satisfactorily;

the responses recorded by respondents 2 years out of school were not as similar for the 2 groups; more of the non-modal respondents were undecided about their opinions and approximately half of them believed that individuals with less formal nursing education than they had could perform their jobs satisfactorily; the reverse was the case among modal group respondents, half of them believed that less prepared individuals could not perform their jobs satisfactorily;

a sharp difference in opinions had developed in the respondents 3-13 years out of school, particularly in the non-modal group of respondents; their undecided responses had dropped by 10 percentage points and their responses indicating that a person with less formal nursing education could perform their jobs satisfactorily had dropped below 10%, leaving 80% of them believing that such a person could not perform their jobs satisfactorily; This is a dramatic change even when the small N of 3-13 year respondents in the non-modal group is taken into account;

more of the 3-13 year respondents in the modal group were more undecided about their opinions than were those in the 2 year sub-group, and the proportion who felt persons with less formal nursing education could perform their jobs satisfactorily was smaller but there was no evidence in modal group responses of the marked upsurge of confidence in their level of educational preparation for their jobs, associated with the increased graduation-response interval, that was indicated by the responses of the non-modal group respondents.

The responses to Question 31 Q One and Question 23 Part 3 Q One made by the modal and non-modal respondents were analyzed to look for a possible relationship between the feelings respondents expressed about the level of preparation needed for their present jobs and the type of positions they were holding when they responded to Q One. In this analysis the "undecided" and "not applicable" responses to Question 31 were omitted and the responses to Question 23 Part 3 for positions as staff nurse, head nurse, supervisor nurse, nursing instructor, nursing education administrator and "other" were used. This handling of the data resulted in responses from 80 modal and 34 non-modal group respondents being used. The Chi Square was calculated for the responses of the modal group respondents. The small N of responses from the non-modal group and the pattern of their distribution precluded the calculation of the Chi Square for them.

The calculated Chi Square for the 80 modal group responses was 10.831. At the .05 level of significance for 3 degrees of freedom, the Chi Square critical value is 7.815. Therefore, the types of positions the respondents held at the time they answered Question 31 and responses they made to Question 31 were not independent of each other.

The findings of this relationship indicated that

the 22 modal group respondents who held positions as instructors and nursing education administrators felt that a person with less formal nursing education could not perform their present jobs satisfactorily by a 5-1 ratio;

the 13 respondents who held "other" types of positions felt the same way by a ratio of almost 2-1;

the 27 respondents who held positions as staff nurses were almost equally divided in their opinions;

the 17 respondents who held positions as head nurses and supervisors were the only group in which a minority, in a ratio of .5 to 1, felt that a person with less formal nursing education could not perform their jobs satisfactorily; conversely, a majority of them felt that a person with less formal nursing education than they had could perform their present jobs satisfactorily.

SUMMARY

Some of the major findings presented in Chapter 7 are summarized below.

As already stated, the respondents who contributed the data that were considered in this chapter were generic program graduates in the Classes 1954 - 1969 who answered Q One and Q Two at identical times, by Class. The basis for the identification of the two groups, the modal group and the non-modal group, was the marked difference in the degree to which they were active in nursing after graduation from the College of Nursing. In responses to Q One, the percent of the potential time available that was spent in employment and/or study of nursing was 92.3% for the modal group and 60.2% for the non-modal group. In responses to Q Two it was 94.7% for the modal group and 28.7% for the non-modal group. The latter low response rate precluded meaningful utilization of data from the non-modal group.

The break in nursing activity after the fourth year out of school that was identified for the total population of this study was evident in the findings for the non-modal group but not for the modal group.

For members of both groups the employer of preference for the first years after graduation was the hospital. Members of the modal group, when they left hospital employment, moved into schools of nursing and public health agencies, with the schools being slightly more attractive. Within the four types of schools, the modal group members moved away from the hospital schools of nursing and into positions in collegiate, associate degree, and practical nursing programs.

For members of both groups the preference among clinical fields of nursing practice for employment a few years after graduation was the larger category that included medical nursing, surgical nursing, combined medical-surgical nursing and generic nursing. Second in order of preference for both groups were the clinical fields included in the "Other" category. Third in order of preference for the modal group members for early employment was nursing of children, while for the non-modal group members it was public health nursing. There was little difference between the two groups in the degree of preference they gave to maternity nursing and psychiatric nursing as clinical fields of nursing for employment. Among members of the modal group there was more movement from one type of employer to another than there was from one clinical field of nursing to another as the graduation-response interval increased. However, what movement there was appeared to be away from the traditionally designated fields and into the newer and combined clinical fields in the "Other" category.

For members of both groups the positions of preference in the first years after graduation were positions in nursing service. Second in order of preference for both groups were positions in nursing education.

For members of the modal group there was a movement from nursing service positions into nursing education positions as the graduation-response interval increased. However, there was little evidence of movement up the administrative ladder in either the nursing service or the nursing education positons with the passage of time.

There was no evidence that increments in income served as an incentive for the committment to nursing that was exhibited by members of the modal group.

No explanation was found for the fact that modal group members who did not hold the masters degree at the time they answered Q Two averaged a 3.4% average annual increase in income (after inflation) by the time they answered Q Two whereas the increase for modal group members who held the masters degree was only 2.2% during the same period.

Members of the modal group tended to rate the level to which educational objectives of the College were met for them less favorably than did the members of the non-modal group. For both groups the objectives dealing with cognitive skills received the best achievement rating, while objectives dealing with the development of skills necessary for the practice of nursing and with the preparation needed to give professional nursing care, followed in the ranking in that order.

For both groups the poorest achievement rating was given to the objectives dealing with the preparation needed to direct others in giving nursing care.

It appeared that respondents in both groups felt better able to think about nursing and to develop skills to do nursing than they did about actually giving the care, and least able to direct others in giving the care.

Changes and improvements needed in the program that were ranked high by respondents in both groups were those associated with the actual practice of professional nursing in the clinical setting in contrast to fewer changes and improvements suggested for the academic aspects of the program in the College.

One implication in these findings was related to the issue of the cost-benefit ratio of nursing education to the delivery of health care by baccalaureate nursing graduates. In this regard, the writers raised the question of the feasibility of identifying candidates during the process of selection of students for admission to baccalaureate programs who will follow career patterns similar to those of members of the modal group (over 90% of past-graduation time spent in nursing). A second implication related to the issue of the appropriateness of baccalaureate educational preparation to the realities of employment in nursing.[1]

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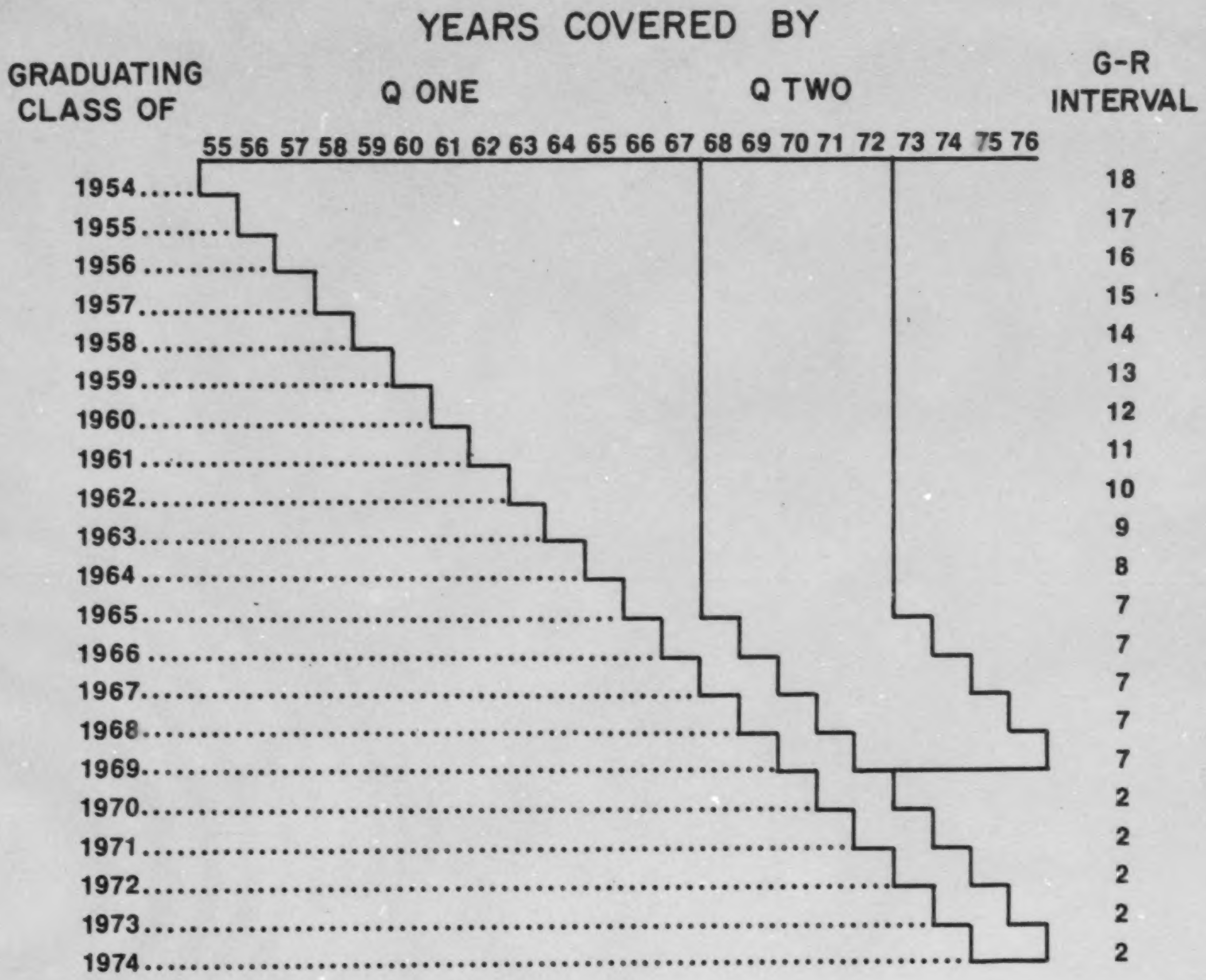
[1] Kramer, M. Reality Shock, Why Nurses Leave Nursing.

APPENDIX A

CHARTS AND TABLES

Chart A1. Mailing Schedule for Q One and Q Two[1]



[1] Interpretation of Chart A 1, using sample Classes.

Members of the Class of 1954 answered Q One in 1967, reporting on 13 years of experience; they answered Q Two in 1972 reporting on an additional 5 years of experience. The years covered by Q One responses were 1955 through 1967, the years covered by Q Two responses were 1968 through 1972, a total of 18 years of experience.

Members of the Class of 1969 answered Q One in 1971, reporting on 2 years of experience; they answered Q Two in 1976, reporting on an additional 5 years of experience. The years covered by Q One responses were 1970 and 1971 and the years covered by Q Two responses were 1972 through 1976, a total of 7 years of experience.

Members of the Class of 1970 answered Q One, only, in 1972 and they reported on 2 years of experience.

For Classes 1954 through 1965, no data were collected subsequent to 1972.

Table A 1. Response Rates for Q one and Q Two by Total Population and by Program

	Graduation Response-Interval In Years		Study Population					Q One Respondents						Q Two Respondents						Percent of Eligible Graduates That Answered Both Q one and Q Two
			Total	Generic Program		Registered Nurse Program		Total		Generic Program		Registered Nurse Program		Total		Generic Program		Registered Nurse Program		
Class	Q One	Q Two	N	N	*%	N	*%	N	*%	N	*%	N	*%	N	**%	N	**%	N	**%	%
1954	13	18	32	23	71.9	9	28.1	23	71.9	20	87.0	3	33.3	17	73.9	16	80.0	1	33.3	53.1
1955	12	17	28	22	78.6	6	21.5	20	71.4	17	77.3	3	50.0	12	60.0	11	64.7	1	33.3	42.9
1956	11	16	45	41	91.1	4	8.9	33	73.3	32	78.0	1	25.0	20	60.6	20	62.5	0	0.0	44.4
1957	10	15	38	25	65.8	13	34.2	27	71.1	23	92.0	4	30.8	15	55.5	14	60.9	1	25.0	39.5
1958	9	14	45	34	75.6	11	24.4	35	77.7	27	79.4	8	72.7	25	71.4	20	74.1	5	62.5	55.6
1959	8	13	24	20	83.3	4	16.7	20	83.3	17	85.0	3	75.0	12	60.0	11	64.7	1	33.3	50.0
1960	7	12	25	22	88.0	3	12.0	20	80.0	18	81.8	2	66.7	11	55.0	11	61.1	0	0.0	44.0
1961	6	11	27	23	85.2	4	14.8	21	77.7	17	73.9	4	100.0	17	81.0	14	82.4	3	75.0	63.0
1962	5	10	26	22	84.6	4	15.4	22	84.6	21	95.5	1	25.0	12	54.5	11	52.4	1	100.0	46.2
1963	4	9	10	8	80.0	2	20.0	7	70.0	6	75.0	1	50.0	4	57.1	3	50.0	1	100.0	40.0
1964	3	8	23	17	73.9	6	26.1	20	86.9	15	88.2	5	83.3	11	55.0	9	60.0	2	40.0	47.8
1965	2	7	26	21	80.8	5	19.2	20	76.9	16	76.2	4	80.0	15	75.0	13	81.3	2	50.0	57.7
1966	2	7	33	25	75.8	8	24.2	28	84.8	22	88.0	6	75.0	21	75.0	16	72.7	5	83.3	63.6
1967	2	7	22	22	100.0	0	0.0	12	54.5	12	54.5	0	0.0	6	50.0	6	50.0	0	0.0	27.3
1968	2	7	48	44	91.7	4	8.3	37	77.0	34	77.3	3	75.0	30	81.1	28	82.4	2	66.7	62.5
1969	2	7	45	39	86.7	6	13.3	32	71.1	27	69.2	5	83.3	21	65.6	16	59.3	5	100.0	46.7
1970	2		48	47	97.9	1	2.1	37	77.0	36	76.6	1	100.0							
1971	2		44	36	81.8	8	18.2	32	72.7	24	66.7	8	100.0							
1972	2		38	33	86.8	5	13.2	22	57.9	19	57.6	3	60.0							
1973	2		48	43	89.6	5	10.4	24	50.0	21	48.8	3	60.0							
1974	2		57	47	82.5	10	17.5	41	71.9	33	70.2	8	80.0							
			732	614	83.9	118	16.1	533	72.8	457	74.4	76	64.4	249	66.0	219	67.9	30	56.6	50.1

Total Graduates 1954-1969 = 497
Total Respondents To Q One = 377
Generic Program Respondents = 324
Registered Nurse Program Respondents = 53

*Percent of Study Population
**Percent of Q One Respondents

Table A 2. Number and Percent of Potential Years in Nine Activities by Class (Q One)

Class	N of Respondents N	Graduation Response Interval Years	Potential Time of Experience for Class Years	Full-time Employment as Nurse Years	Percent of Potential Years	Part-time Employment as Nurse *Years	Percent of Potential Years	Full-time Employment as Non-nurse Years	Percent of Potential Years	Part-time Employment as Non-Nurse *Years	Percent of Potential Years	Full-time Study of Nursing Years	Percent of Potential Years	Full-time Study for Non-nursing Job Years	Percent of Potential Years	Not Gainfully Employed Years	Percent of Potential Years	Part-time Study and Part-time Employment In Nursing Years	Percent of Potential Years	Other activities Years	Percent of Potential Years
1954	23	13	299	145.0	48.5	5.25	1.8	0.0	0.0	0.00	0.0	3.0	1.0	3.0	1.0	134.5	45.0	1.0	0.3	2.0	0.7
1955	20	12	240	138.5	57.7	6.00	2.5	0.0	0.0	0.00	0.0	1.0	0.4	0.0	0.0	88.5	36.9	0.0	0.0	0.0	0.0
1956	33	11	363	178.5	49.2	7.25	2.0	9.0	2.5	1.50	0.4	6.5	1.8	0.0	0.0	143.5	39.5	1.5	0.4	6.5	1.8
1957	27	10	270	127.5	47.2	8.25	3.1	2.0	0.7	0.50	0.2	3.5	1.3	0.0	0.0	111.0	41.1	0.0	0.0	8.5	3.1
1958	35	9	315	171.5	54.4	10.00	3.2	3.5	1.1	0.25	0.1	8.0	2.5	1.0	0.3	107.5	34.1	3.0	1.0	0.0	0.0
1959	20	8	160	92.5	57.8	3.25	2.0	1.5	0.9	0.00	0.0	3.0	1.9	3.5	2.2	53.0	33.1	0.0	0.0	0.0	0.0
1960	20	7	140	77.5	55.4	5.00	3.6	0.0	0.0	0.00	0.0	2.0	1.4	0.0	0.0	50.0	35.7	0.5	0.4	0.0	0.0
1961	20	6	120	66.5	55.4	4.00	3.3	1.5	1.3	0.00	0.0	5.0	4.2	0.0	0.0	35.0	29.2	0.0	0.0	4.0	3.3
1962	22	5	110	69.0	62.7	2.50	2.3	1.0	0.9	0.00	0.0	7.0	6.4	0.5	0.5	27.5	25.0	0.0	0.0	0.0	0.0
1963	7	4	28	22.0	78.6	0.25	0.9	0.5	1.8	0.00	0.0	0.0	0.0	0.0	0.0	5.0	17.9	0.0	0.0	0.0	0.0
1964	20	3	60	47.5	79.2	0.25	0.4	0.0	0.0	0.00	0.0	3.0	5.0	0.0	0.0	7.5	12.5	0.0	0.0	1.5	2.5
1965	20	2	40	32.0	80.0	0.75	1.9	1.5	3.8	0.00	0.0	2.0	5.0	0.0	0.0	3.0	7.5	0.0	0.0	0.0	0.0
1966	28	2	56	42.0	75.0	1.50	2.7	0.0	0.0	0.00	0.0	6.0	10.7	0.0	0.0	5.0	8.9	0.0	0.0	0.0	0.0
1967	12	2	24	23.0	95.8	0.50	2.1	0.0	0.0	0.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1968	37	2	74	61.3	83.1	2.75	3.7	0.0	0.0	0.00	0.0	1.5	2.0	0.0	0.0	3.5	4.7	1.0	1.4	1.0	1.4
1969	32	2	64	58.0	90.6	0.75	1.2	0.0	0.0	0.00	0.0	1.0	1.6	0.0	0.0	3.5	5.5	0.0	0.0	0.0	0.0
1970	37	2.5	92.5	83.0	89.7	0.00	0.0	0.0	0.0	0.00	0.0	2.5	2.7	0.0	0.0	7.0	7.6	0.0	0.0	0.0	0.0
1971	32	2	64	54.0	84.4	0.50	0.8	0.0	0.0	0.25	0.4	5.0	7.8	0.0	0.0	1.0	1.6	0.5	0.8	2.0	3.1
1972	22	2	44	36.5	83.0	1.25	2.8	0.0	0.0	0.00	0.0	0.5	1.1	0.0	0.0	4.5	10.2	0.0	0.0	0.0	0.0
1973	24	2	48	41.5	86.5	0.75	1.6	0.0	0.0	0.50	1.0	1.0	2.1	0.0	0.0	0.5	1.0	0.0	0.0	2.5	5.2
1974	41	2	82	65.5	79.9	1.50	1.8	0.0	0.0	0.00	0.0	2.0	2.4	0.0	0.0	4.0	4.9	2.5	2.4	5.0	6.7
Total	532		2693.5	1633.0	60.6	62.25	2.3	20.5	0.9	3.00	0.1	63.5	2.4	8.0	0.3	795.0	29.5	10.0	0.4	33.0	1.2

*Converted to full-time equivalents by dividing years of part-time by 2

Table A 3. Years and Percent of Potential Years Spent by Total Population, In Various Proportions, In Nursing and Non-Nursing Activities (Q One)

					Less Than 100% of Time In Nursing										Less Than 100% of Time in Not Nursing															
Class	Potential Years	Respondents	100% of Time in Nursing, Employment and Study		Full-time Employment As Nurse	Percent of Potential Years	Part-time Employment As Nurse	Percent of Potential Years	Full-time Study of Nursing	Percent of Potential Years	Part-time Study and Part-time Employment In Nursing	Percent of Potential Years	Total	Percent of Potential Years	Full-time Employment As Non-nurse	Percent of Potential Years	Part-time Employment As Non-Nurse	Percent of Potential Years	Full-time Study for Non-nursing Job	Percent of Potential Years	Not Gainfully Employed	Percent of Potential Years	Other Activities	Percent of Potential Years	Total	Percent of Potential Years	Never in Nursing	Percent of Potential Years
		N	Years	%	Years		*Years		Years		Years		Years		Years		*Years		Years		Years		Years		Years		Years	
1954	299	23	23	8.7	124.0	41.5	8.5	2.8	3.0	1.0	0.0	0.0	135.5	45.3	0.0	0.0	0.0	0.0	3.0	1.0	121.5	40.6	0.0	0.0	124.5	41.6	13.0	4.3
1955	240	20	72	30.0	67.5	28.1	12.0	5.0	0.0	0.0	0.0	0.0	79.5	33.1	0.0	0.0	0.0	0.0	0.0	0.0	88.5	36.9	0.0	0.0	88.5	36.9	0.0	0.0
1956	363	33	77	21.2	106.5	29.3	14.5	4.0	2.5	0.7	1.5	0.4	125.0	34.4	9.0	2.5	3.0	0.8	0.0	0.0	143.5	39.5	5.5	1.5	161.0	44.4	0.0	0.0
1957	270	27	40	14.8	91.0	33.7	16.5	6.1	0.0	0.0	0.0	0.0	107.5	39.8	2.0	0.7	1.0	0.4	0.0	0.0	101.0	37.4	8.5	3.1	112.5	41.7	10.0	3.7
1958	315	35	72	22.9	105.5	33.5	19.0	6.0	4.0	1.3	2.0	0.6	130.5	41.4	3.5	1.1	0.5	0.2	1.0	0.3	98.5	31.3	0.0	0.0	103.5	32.9	9.0	2.9
1959	160	20	64	40.0	34.5	21.6	3.5	2.2	0.0	0.0	0.0	0.0	38.0	23.8	1.5	0.9	0.0	0.0	3.5	2.2	53.0	33.1	0.0	0.0	58.0	36.3	0.0	0.0
1960	140	20	42	30.0	38.0	27.1	8.5	6.1	1.0	0.7	0.5	0.4	48.0	34.3	0.0	0.0	0.0	0.0	0.0	0.0	50.0	35.7	0.0	0.0	50.0	35.7	0.0	0.0
1961	120	20	42	35.0	28.5	23.8	8.0	6.7	1.0	0.8	0.0	0.0	37.5	31.3	1.5	1.3	0.0	0.0	0.0	0.0	29.0	24.2	4.0	3.3	34.5	28.8	6.0	5.0
1962	110	22	40	36.4	36.0	32.7	5.0	4.5	0.0	0.0	0.0	0.0	41.0	37.3	1.0	0.9	0.0	0.0	0.5	0.5	27.5	25.0	0.0	0.0	29.0	26.4	0.0	0.0
1963	28	7	12	42.9	10.0	35.7	0.5	1.8	0.0	0.0	0.0	0.0	10.5	37.5	0.5	1.8	0.0	0.0	0.0	0.0	5.0	17.9	0.0	0.0	5.5	19.6	0.0	0.0
1964	60	20	39	65.0	11.5	19.2	0.5	0.8	0.0	0.0	0.0	0.0	12.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	4.5	7.5	1.5	2.5	6.0	10.0	3.0	5.0
1965	40	20	30	75.0	4.5	11.3	1.0	2.5	0.0	0.0	0.0	0.0	5.5	13.8	1.5	3.8	0.0	0.0	0.0	0.0	3.0	7.5	0.0	0.0	4.5	11.3	0.0	0.0
1966	56	28	48	85.7	2.0	3.6	1.0	1.8	0.0	0.0	0.0	0.0	3.0	5.4	0.0	0.0	0.0	0.0	0.0	0.0	3.0	5.4	0.0	0.0	3.0	5.4	2.0	3.6
1967	24	12	24	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1968	74	37	64	86.5	3.5	4.7	2.0	2.7	0.0	0.0	0.0	0.0	5.5	7.4	0.0	0.0	0.0	0.0	0.0	0.0	1.5	2.0	1.0	1.4	2.5	3.4	2.0	2.7
1969	64	32	52	81.3	6.0	9.4	1.5	2.3	1.0	1.6	0.0	0.0	8.5	13.3	0.0	0.0	0.0	0.0	0.0	0.0	3.5	5.5	0.0	0.0	3.5	5.5	0.0	0.0
1970	92.5	37	75	81.1	10.5	11.4	0.0	0.0	0.0	0.0	0.0	0.0	10.5	11.4	0.0	0.0	0.0	0.0	0.0	0.0	7.0	7.6	0.0	0.0	7.0	7.6	0.0	0.0
1971	64	32	60	93.7	2.5	3.9	0.0	0.0	0.0	0.0	0.0	0.0	2.5	3.9	0.0	0.0	0.5	0.8	0.0	0.0	1.0	1.6	0.0	0.0	1.5	2.3	0.0	0.0
1972	44	22	36	81.8	2.0	4.5	1.5	3.4	0.0	0.0	0.0	0.0	3.5	8.0	0.0	0.0	0.0	0.0	0.0	0.0	2.5	5.7	0.0	0.0	2.5	5.7	2.0	4.5
1973	48	24	42	87.5	1.5	3.1	0.5	1.0	0.0	0.0	0.0	0.0	2.0	4.2	0.0	0.0	1.0	2.1	0.0	0.0	0.5	1.0	2.5	5.2	4.0	8.3	0.0	0.0
1974	82	41	68	82.9	9.0	11.0	0.5	0.6	0.0	0.0	0.0	0.0	9.5	11.6	0.0	0.0	0.0	0.0	0.0	0.0	4.0	4.9	0.5	0.6	4.5	5.5	0.0	0.0
Total	2693.5	532	1025	38.1	694.5	25.8	104.5	3.9	12.5	0.5	4.0	0.1	815.5	30.3	20.5	0.8	6.0	0.2	8.0	0.3	748.0	27.8	23.5	0.9	806.0	29.9	47	1.7

*These are full years

Table A 4. Years and Percent of Potential Years Spent by Generic Program Respondents, In Various Proportions, In Nursing and Non-Nursing Activities (Q One)

					Less Than 100% of Time in Nursing										Less Than 100% of Time in Not Nursing													
Class	Respondents	Potential Years	100% of Time in Nursing, Employment and Study		Full-time Employment As Nurse	Percent of Potential Years	Part-time Employment As Nurse	Percent of Potential Years	Full-time Study of Nursing	Percent of Potential Years	Part-time Study and Part-time Employment In Nursing	Percent of Potential Years	Total	Percent of Potential Years	Full-time Employment As Non-nurse	Percent of Potential Years	Part-time Employment as Non-Nurse	Percent of Potential Years	Full-time Study for Non-nursing Job	Percent of Potential Years	Not Gainfully Employed	Percent of Potential Years	Other Activities	Percent of Potential Years	Total	Percent of Potential Years	Never in Nursing	Percent of Potential Years
	N		Years	%	Years		*Years		Years		Years		Years		Years		*Years		Years		Years		Years		Years		Years	
1954	20	260	26	10.0	104.0	40.0	4.5	1.7	2.0	0.8	0.0	0.0	110.5	42.5	0.0	0.0	0.0	0.0	3.0	1.2	107.5	41.3	0.0	0.0	110.5	42.5	13.0	5.0
1555	17	204	60	29.4	49.5	24.3	12.0	5.9	0.0	0.0	0.0	0.0	61.5	30.1	0.0	0.0	0.0	0.0	0.0	0.0	82.5	40.4	0.0	0.0	82.5	40.5	0.0	0.0
1956	32	352	66	18.8	106.5	30.3	14.5	4.1	2.5	0.7	1.5	0.4	125.0	35.5	9.0	2.6	3.0	0.9	0.0	0.0	143.5	40.8	5.5	1.6	161.0	45.7	0.0	0.0
1957	23	230	30	13.0	76.5	33.3	13.5	5.9	0.0	0.0	0.0	0.0	90.0	39.1	2.0	0.9	1.0	0.4	0.0	0.0	98.5	42.8	8.5	3.7	110.0	47.8	0.0	0.0
1958	27	243	36	14.8	78.5	32.3	18.0	7.4	2.5	1.0	2.0	0.8	101.0	41.6	3.5	1.4	0.5	0.2	1.0	0.4	92.0	37.9	0.0	0.0	97.0	39.9	9.0	3.7
1959	17	136	56	41.2	29.5	21.7	2.5	1.8	0.0	0.0	0.0	0.0	32.0	23.5	0.0	0.0	0.0	0.0	2.0	1.5	46.0	33.8	0.0	0.0	48.0	35.3	0.0	0.0
1960	18	126	35	27.8	35.0	27.8	8.5	6.7	0.0	0.0	0.5	0.4	44.0	34.9	0.0	0.0	0.0	0.0	0.0	0.0	47.0	37.3	0.0	0.0	47.0	37.3	0.0	0.0
1961	17	102	24	23.5	28.5	27.9	8.0	7.8	1.0	1.0	0.0	0.0	37.5	36.8	1.5	1.5	0.0	0.0	0.0	0.0	29.0	28.4	4.0	3.9	34.5	33.8	6.0	5.9
1962	21	105	35	33.3	36.0	34.3	5.0	4.8	0.0	0.0	0.0	0.0	41.0	39.0	1.0	1.0	0.0	0.0	0.5	0.5	27.5	26.2	0.0	0.0	29.0	27.6	0.0	0.0
1963	6	24	8	33.3	10.0	41.7	0.5	2.1	0.0	0.0	0.0	0.0	10.5	43.8	0.5	2.1	0.0	0.0	0.0	0.0	5.0	20.8	0.0	0.0	5.5	22.9	0.0	0.0
1964	15	45	24	53.3	11.5	25.6	0.5	1.1	0.0	0.0	0.0	0.0	12.0	26.7	0.0	0.0	0.0	0.0	0.0	0.0	4.5	10.0	1.5	3.3	6.0	13.3	3.0	6.7
1965	16	32	26	81.3	0.5	1.6	1.0	3.1	0.0	0.0	0.0	0.0	1.5	4.7	1.5	4.7	0.0	0.0	0.0	0.0	3.0	9.4	0.0	0.0	4.5	14.1	0.0	0.0
1966	22	44	38	86.4	1.5	3.4	1.0	2.3	0.0	0.0	0.0	0.0	2.5	5.7	0.0	0.0	0.0	0.0	0.0	0.0	1.5	3.4	0.0	0.0	1.5	3.4	2.0	4.5
1967	12	24	24	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1968	34	68	58	85.3	3.5	5.1	2.0	2.9	0.0	0.0	0.0	0.0	5.5	8.1	0.0	0.0	0.0	0.0	0.0	0.0	1.5	2.2	1.0	1.5	2.5	3.7	2.0	2.9
1969	27	54	48	88.9	1.5	2.8	1.5	2.8	1.0	1.9	0.0	0.0	4.0	7.4	0.0	0.0	0.0	0.0	0.0	0.0	2.0	3.7	0.0	0.0	2.0	3.7	0.0	0.0
1970	36	90	75	83.3	8.5	9.4	0.0	0.0	0.0	0.0	0.0	0.0	8.5	9.4	0.0	0.0	0.0	0.0	0.0	0.0	6.5	7.2	0.0	0.0	6.5	7.2	0.0	0.0
1971	24	48	46	95.8	1.5	3.1	0.0	0.0	0.0	0.0	0.0	0.0	1.5	3.1	0.0	0.0	0.5	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	1.0	0.0	0.0
1972	19	38	30	78.9	2.0	5.3	1.5	3.9	0.0	0.0	0.0	0.0	3.5	9.2	0.0	0.0	0.0	0.0	0.0	0.0	2.5	6.6	0.0	0.0	2.5	6.6	2.0	5.3
1973	21	42	36	85.7	1.5	3.6	0.5	1.2	0.0	0.0	0.0	0.0	2.0	4.8	0.0	0.0	1.0	2.4	0.0	0.0	0.5	1.2	2.5	6.0	4.0	9.5	0.0	0.0
1974	33	66	52	78.8	9.0	13.6	0.5	0.8	0.0	0.0	0.0	0.0	9.5	14.4	0.0	0.0	0.0	0.0	0.0	0.0	4.0	6.1	0.5	0.8	4.5	6.8	0.0	0.0
Total	457	2333	833	35.7	595.0	25.5	93.5	4.1	9.0	0.4	4.0	0.2	703.5	30.2	19.0	0.8	6.0	0.3	6.5	0.3	704.5	30.2	23.5	1.0	759.5	32.6	37.0	1.6

*These are full years

Table A 5. Years and Percent of Potential Years Spent by Registered Nurse Program Respondents in Various Proportions, in Nursing and Non-Nursing Activities (Q One)

					Less Than 100% of Time In Nursing										Less Than 100% of Time In Not Nursing											
Class	Respondents	Potential Years	100% of Time in Nursing, Employment and Study		Full-time Employment As Nurse	Percent of Potential Years	Part-time Employment As Nurse	Percent of Potential Years	Full-time Study of Nursing	Percent of Potential Years	Part-time Study and Part-time Employment In Nursing	Percent of Potential Years	Total	Percent of Potential Years	Full-time Employment As Non-nurse	Percent of Potential Years	Part-time Employment As Non-Nurse	Percent of Potential Years	Full-time Study for Non-nursing Job	Percent of Potential Years	Not Gainfully Employed	Percent of Potential Years	Other Activities	Percent of Potential Years	Total	Percent of Potential Years	Never in Nursing	Percent of Potential Years
	N		Years	%	Years		*Years		Years		Years		Years		Years		*Years		Years		Years		Years		Years		Years	
1954	3	39	0	0.0	20.0	51.3	4.0	10.3	1.0	2.6	0.0	0.0	25.0	64.1	0.0	0.0	0.0	0.0	0.0	0.0	14.0	35.9	0.0	0.0	14	35.9	0	0.0
1955	3	36	12	33.3	18.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	18.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	6.0	16.7	0.0	0.0	6	16.7	0	0.0
1956	1	11	11	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0	0	0.0
1957	4	40	10	25.0	14.5	36.3	3.0	7.5	0.0	0.0	0.0	0.0	17.5	43.8	0.0	0.0	0.0	0.0	0.0	0.0	2.5	6.3	0.0	0.0	2.5	6.3	10	25.0
1958	8	72	36	50.0	27.0	37.5	1.0	1.4	1.5	2.1	0.0	0.0	29.5	41.0	0.0	0.0	0.0	0.0	0.0	0.0	6.5	9.0	0.0	0.0	6.5	9.0	0	0.0
1959	3	24	8	33.3	5.0	20.8	1.0	4.2	0.0	0.0	0.0	0.0	6.0	25.0	1.5	6.3	0.0	0.0	1.5	6.3	7.0	29.2	0.0	0.0	10.0	41.8	0	0.0
1960	2	14	7	50.0	3.0	21.4	0.0	0.0	1.0	7.1	0.0	0.0	4.0	28.6	0.0	0.0	0.0	0.0	0.0	0.0	3.0	21.4	0.0	0.0	3.0	21.4	0	0.0
1961	3	18	18	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
1962	1	5	5	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
1963	1	4	4	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
1964	5	15	15	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
1965	4	8	4	50.0	4.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	4.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
1966	6	12	10	83.3	0.5	4.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	4.2	0.0	0.0	0.0	0.0	0.0	0.0	1.5	12.5	0.0	0.0	1.5	12.5	0	0.0
1967	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
1968	3	6	6	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
1969	5	10	4	40.0	4.5	45.0	0.0	0.0	0.0	0.0	0.0	0.0	4.5	45.0	0.0	0.0	0.0	0.0	0.0	0.0	1.5	15.0	0.0	0.0	1.5	15.0	0	0.0
1970	1	2.5	0	0.0	2.0	80.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	80.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	20.0	0.0	0.0	0.5	20.0	0	0.0
1971	8	16	14	87.5	1.0	6.3	0.0	0.0	0.0	0.0	0.0	0.0	1.0	6.3	0.0	0.0	0.0	0.0	0.0	0.0	1.0	6.3	0.0	0.0	1.0	6.3	0	0.0
1972	3	6	6	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
1973	3	6	6	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
1974	8	16	16	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
Total	75	360.5	192	53.3	99.5	27.6	9.0	2.5	3.5	1.0	0.0	0.0	112.0	31.1	1.5	0.4	0.0	0.0	1.5	0.4	43.5	12.1	0.0	0.0	46.5	12.9	10	2.8

*These are full years

Table A 6. Number and Percent of Potential Years (5) In 9 Activities, By Class. (Q Two)

Class	Graduation-Response Interval Years	Respondents N	Potential Time of Experience for Class Years	Full-time Employment as Nurse Years	Percent of Potential Years	Part-time Employment As Nurse *Years	Percent of Potential Years	Full-time Employment As Non-nurse Years	Percent of Potential Years	Part-time Employment as Non-nurse *Years	Percent of Potential Years	Full-time Study of Nursing Years	Percent of Potential Years	Full-time Study for Non-nursing Job Years	Percent of Potential Years	Not Gainfully Employed Years	Percent of Potential Years	Part-time Study and Part-time Employment In Nursing Years	Percent of Potential Years	Other Activities Years	Percent of Potential Years
1954	18	17	85	31.5	37.1	4.0	4.7	1	1.2	1.5	1.8	1	1.2	1	1.2	38.5	45.3	0	0.0	1.0	1.2
1955	17	12	60	36.0	60.0	4.75	7.9	0	0.0	0.0	0.0	0	0.0	0	0.0	12.5	20.8	2	3.3	0.0	0.0
1956	16	20	100	44.0	44.0	2.0	2.0	5	5.0	0.0	0.0	1.5	1.5	0	0.0	45.0	45.0	0	0.0	0.5	0.5
1957	15	15	75	29.0	38.7	2.75	3.7	0	0.0	0.0	0.0	0	0.0	0	0.0	39.5	52.7	1	1.3	0.0	0.0
1958	14	25	125	62.0	49.6	2.0	1.6	1	0.8	0.5	0.4	0	0.0	0	0.0	57.0	45.6	0	0.0	0.0	0.0
1959	13	12	60	13.0	21.7	10.75	17.9	5	8.3	2.25	3.8	1	1.7	0	0.0	14.5	24.2	0	0.0	0.5	0.8
1960	12	11	55	29.0	52.7	0.75	1.4	0	0.0	0.0	0.0	0	0.0	0	0.0	24.5	44.5	0	0.0	0.0	0.0
1961	11	17	85	19.5	22.9	6.25	7.4	0	0.0	0.25	0.3	1	1.2	0	0.0	49.5	58.2	2	2.4	0.0	0.0
1962	10	12	60	21.0	35.0	2.5	4.2	0	0.0	0.0	0.0	3	5.0	0	0.0	31.0	51.7	0	0.0	0.0	0.0
1963	9	4	20	8.0	40.0	2.0	10.0	0	0.0	0.0	0.0	0	0.0	0	0.0	8.0	40.0	0	0.0	0.0	0.0
1964	8	11	55	26.0	47.3	1.5	2.7	0	0.0	0.0	0.0	2	3.6	2	3.6	16.0	29.1	0	0.0	0.0	0.0
1965	7	15	75	44.0	58.7	7.0	9.3	0.5	0.7	0.0	0.0	2	2.7	0	0.0	14.5	19.3	0	0.0	6.0	10.9
1966	7	21	105	56.0	53.3	4.0	3.8	0	0.0	1.25	1.2	2	1.9	2	1.9	34.5	32.9	0	0.0	0.0	0.0
1967	7	6	30	17.5	58.3	2.0	6.7	0	0.0	0.0	0.0	1	3.3	0	0.0	6.5	21.7	0	0.0	0.0	0.0
1968	7	30	150	91.5	61.0	7.75	5.2	0.5	0.3	1.0	0.7	6.5	4.3	0	0.0	33.5	22.3	0	0.0	1.0	3.3
1969	7	21	105	72.0	68.6	3.75	3.6	0	0.0	0.0	0.0	3	2.9	0	0.0	17.0	16.2	2.5	2.4	0.5	0.3
Total		249	1245	600.0	48.2	63.75	5.1	13	1.0	6.75	0.5	24	1.9	5	0.4	442.0	35.5	7.5	0.6	12.5	1.0

*Converted to full-time equivalents by dividing years of part-time by 2

Table A 7. Years and Percent of Potential Years Spent By Total Population In Nursing and Non-nursing Activities in Five Year Interval Between Q One and Q Two

						Less Than 100% of Time In Nursing										Less Than 100% of Time in Not Nursing															
Class	Respondents	Potential Years	Grad-Resp. Interval	100% of Time In Nursing Employment and Study	Percent of Potential Years	Full-time Employment As Nurse	Percent of Potential Years	Part-time Employment As Nurse	Percent of Potential Years	Full-time Study of Nursing	Percent of Potential Years	Part-time Study and Part-time Employment In Nursing	Percent of Potential Years	Total	Percent of Potential Years	Full-time Employment As Non-nurse	Percent of Potential Years	Part-time Employment As Non-nurse	Percent of Potential Years	Full-time Study for Non-nursing Job	Percent of Potential Years	Not Gainfully Employed	Percent of Potential Years	Other	Percent of Potential Years	Total	Percent of Potential Years	Never in Nursing	Percent of Potential Years
	N			Years		Years		*Years		Years		Years		Years		Years		*Years		Years		Years		Years		Years		Years	
1954	17	85	18	30	35.3	7.5	8.8	4.0	4.7	0.0	0.0	0.0	0.0	11.5	13.5	1.0	1.2	3.0	3.5	1.0	1.2	3.5	4.1	0.0	0.0	8.5	10.0	35	41.2
1955	12	60	17	45	75.0	0.0	0.0	2.5	4.2	0.0	0.0	0.0	0.0	2.5	4.2	0.0	0.0	0.0	0.0	0.0	0.0	7.5	12.5	0.0	0.0	7.5	12.5	5	8.3
1956	20	100	16	45	45.0	4.0	4.0	0.5	0.5	0.0	0.0	0.0	0.0	4.5	4.5	5.0	5.0	0.0	0.0	0.0	0.0	5.0	5.0	0.5	0.5	10.5	10.5	40	40.0
1957	15	75	15	20	26.7	10.0	13.3	5.5	7.3	0.0	0.0	0.0	0.0	15.5	20.7	0.0	0.0	0.0	0.0	0.0	0.0	19.5	26.0	0.0	0.0	19.5	26.0	20	26.7
1958	25	125	14	55	44.0	8.0	6.4	3.0	2.4	0.0	0.0	0.0	0.0	11.0	8.8	1.0	0.8	1.0	0.8	0.0	0.0	12.0	9.6	0.0	0.0	14.0	11.2	45	36.0
1959	12	60	13	25	41.7	0.0	0.0	10.5	17.5	0.0	0.0	0.0	0.0	10.5	17.5	0.0	0.0	4.5	7.5	0.0	0.0	4.5	7.5	0.5	0.8	9.5	15.8	15	25.0
1960	11	55	12	25	45.5	4.0	7.3	1.5	2.7	0.0	0.0	0.0	0.0	5.5	10.0	0.0	0.0	0.0	0.0	0.0	0.0	4.5	8.2	0.0	0.0	4.5	8.2	20	36.4
1961	17	85	11	20	23.5	2.5	2.9	12.5	14.7	0.0	0.0	0.0	0.0	15.0	17.6	0.0	0.0	0.5	0.6	0.0	0.0	19.5	22.9	0.0	0.0	20.0	23.5	30	35.3
1962	12	60	10	25	41.7	0.0	0.0	4.0	6.7	0.0	0.0	0.0	0.0	4.0	6.7	0.0	0.0	0.0	0.0	0.0	0.0	6.0	10.0	0.0	0.0	6.0	10.0	25	41.7
1963	4	20	9	10	50.0	1.0	5.0	1.0	5.0	0.0	0.0	0.0	0.0	2.0	10.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	15.0	0.0	0.0	3.0	15.0	5	25.0
1964	11	55	8	25	45.5	4.0	7.3	3.0	5.5	2.0	3.6	0.0	0.0	9.0	16.4	0.0	0.0	0.0	0.0	2.0	3.6	16.0	29.1	3.0	5.5	21.0	38.2	0	0.0
1965	15	75	7	45	60.0	12.5	16.6	2.5	3.3	0.0	0.0	0.0	0.0	15.0	20.0	0.5	0.7	0.0	0.0	0.0	0.0	14.5	19.3	0.0	0.0	15.0	20.0	0	0 0
1966	21	105	7	40	38.1	18.0	17.1	8.0	7.6	0.0	0.0	0.0	0.0	26.0	24.7	0.0	0.0	2.5	2.4	2.0	1.9	24.5	23.4	0.0	0.0	29.0	27.6	10	9.5
1967	6	30	7	15	50.0	6.5	21.7	2.0	6.7	0.0	0.0	0.0	0.0	8.5	28.3	0.0	0.0	0.0	0.0	0.0	0.0	6.5	21.7	0.0	0.0	6.5	21.7	0	0.0
1968	30	150	7	75	50.0	26.0	17.3	11.0	7.3	1.5	1.0	0.0	0.0	38.5	25.7	0.5	0.5	2.0	1.3	0.0	0.0	28.5	19.0	0.5	0.3	31.5	21.0	5	3.3
1969	21	105	7	60	57.1	18.5	17.6	5.5	5.2	2.0	1.9	0.0	0.0	26.0	24.8	0.0	0.0	0.0	0.0	0.0	0.0	17.0	16.2	2.0	1.9	19.0	18.1	0	0.0
Total	249	1245		560	45.0	122.5	9.8	77.0	6.2	5.5	0.4	0.0	0.0	205.0	16.5	8.0	0.6	13.5	1.1	5.0	0.4	192.0	15.0	6.5	0.5	225.0	18.1	255	20.5

*Part-time is not converted to full-time equivalents

Table A 8. Years and Percent of Potential Years Spent By Generic Program Respondents in Nursing and Non-nursing Activities in Five Year Interval Between Q One and Q Two

						Less Than 100% of Time In Nursing										Less Than 100% of Time in Not Nursing													
Class	Respondents	Potential Years	Grad-Resp. Interval	100% of Time In Nursing Employment and Study	Percent of Potential Years	Full-Time Employment As Nurse	Percent of Potential Years	Part-time Employment As Nurse	Percent of Potential Years	Full-time Study of Nursing	Percent of Potential Years	Part-time Study and Part-time Employment In Nursing	Percent of Potential Years	Total	Percent of Potential Years	Full-time Employment As Non-nurse	Percent of Potential Years	Part-time Employment As Non-nurse	Percent of Potential Years	Full-time Study For Non-nursing Job	Percent of Potential Years	Not Gainfully Employed	Percent of Potential Years	Other	Percent of Potential Years	Total	Percent of Potential Years	Never in Nursing	Percent of Potential Years
	N			Years		Years		*Years		Years		Years		Years		Years		*Years		Years		Years		Years		Years		Years	
1954	16	80	18	25	31.3	7.5	9.4	4.0	5.0	0.0	0.0	0.0	0.0	11.5	14.4	1.0	1.3	3.0	3.8	1	1.3	3.5	4.4	0.0	0.0	8.5	10.6	35	43.8
1955	11	55	17	40	72.7	0.0	0.0	2.5	4.5	0.0	0.0	0.0	0.0	2.5	4.5	0.0	0.0	0.0	0.0	0	0.0	7.5	13.6	0.0	0.0	7.5	13.6	5	9.1
1956	20	100	16	45	45.0	4.0	4.0	0.5	0.5	0.0	0.0	0.0	0.0	4.5	4.5	5.0	5.0	0.0	0.0	0	0.0	5.0	5.0	0.5	0.0	10.5	10.5	40	40.0
1957	14	70	15	15	21.4	10.0	14.3	5.5	7.9	0.0	0.0	0.0	0.0	15.5	22.1	0.0	0.0	0.0	0.0	0	0.0	19.5	27.9	0.0	0.0	19.5	27.9	20	28.6
1958	20	100	14	40	40.0	0.5	0.5	3.0	3.0	0.0	0.0	0.0	0.0	3.5	3.5	0.0	0.0	1.0	1.0	0	0.0	10.5	10.5	0.0	0.0	11.5	11.5	45	45.0
1959	11	55	13	25	45.5	0.0	0.0	10.5	19.1	0.0	0.0	0.0	0.0	10.5	19.1	0.0	0.0	4.5	8.2	0	0.0	4.5	8.2	0.5	0.9	9.5	17.3	10	18.2
1960	11	55	12	25	45.5	4.0	7.3	1.5	2.7	0.0	0.0	0.0	0.0	5.5	10.0	0.0	0.0	0.0	0.0	0	0.0	4.5	8.2	0.0	0.0	4.5	8.2	20	36.4
1961	14	70	11	5	7.1	2.5	3.6	12.5	17.9	0.0	0.0	0.0	0.0	15.0	21.4	0.0	0.0	0.5	0.7	0	0.0	19.5	27.9	0.0	0.0	20.0	28.6	30	42.9
1962	11	55	10	20	36.4	0.0	0.0	4.0	7.3	0.0	0.0	0.0	0.0	4.0	7.3	0.0	0.0	0.0	0.0	0	0.0	6.0	10.9	0.0	0.0	6.0	10.9	25	45.5
1963	3	15	9	5	33.3	1.0	6.7	1.0	6.7	0.0	0.0	0.0	0.0	2.0	13.3	0.0	0.0	0.0	0.0	0	0.0	3.0	20.0	0.0	0.0	3.0	20.0	5	33.3
1964	9	45	8	15	33.3	4.0	8.9	3.0	6.7	2.0	4.4	0.0	0.0	9.0	20.0	0.0	0.0	0.0	0.0	2	4.4	16.0	35.6	3.0	6.7	21.0	46.7	0	0.0
1965	14	70	7	40	57.1	12.5	17.9	2.5	3.6	0.0	0.0	0.0	0.0	15.0	21.4	0.5	0.7	0.0	0.0	0	0.0	14.5	20.7	0.0	0.0	15.0	21.4	0	0.0
1966	17	85	7	30	35.3	13.0	15.3	6.0	7.1	0.0	0.0	0.0	0.0	19.0	22.4	0.0	0.0	2.5	2.9	2	2.4	21.5	25.3	0.0	0.0	26.0	30.6	10	11.8
1967	6	30	7	15	50.0	6.5	21.7	2.0	6.7	0.0	0.0	0.0	0.0	8.5	28.3	0.0	0.0	0.0	0.0	0	0.0	6.5	21.7	0.0	0.0	6.5	21.7	0	0.0
1968	28	140	7	70	50.0	23.0	16.4	11.0	7.9	1.5	1.1	0.0	0.0	35.5	25.4	0.5	0.4	2.0	1.4	0	0.0	26.5	18.9	0.5	0.4	29.5	21.1	5	3.6
1969	16	80	7	45	56.3	16.5	20.6	2.5	3.1	2.0	2.5	0.0	0.0	21.0	26.3	0.0	0.0	0.0	0.0	0	0.0	12.0	15.0	2.0	2.5	14.0	17.5	0	0.0
Total	221	1105		460	41.6	105.0	9.5	72.0	6.5	5.5	0.5	0.0	0.0	182.5	16.5	7.0	0.6	13.5	1.2	5	0.5	180.5	16.3	6.5	0.6	212.5	19.2	250	22.6

*Part-time is not converted to full-time equivalents

Table A 9. Years and Percent of Potential Years Spent By Registered Nurse Program Respondents in Nursing and Non-nursing Activities in Five Year Interval Between Q One and Q Two

						Less Than 100% of Time In Nursing										Less Than 100% of Time in Not Nursing													
Class	Respondents	Potential Years	Grad-Resp. Interval	100% of Time In Nursing Employment and Study	Percent of Potential Years	Full-Time Employment As Nurse	Percent of Potential Years	Part-time Employment As Nurse	Percent of Potential Years	Full-time Study of Nursing	Percent of Potential Years	Part-time Study and Part-time Employment In Nursing	Percent of Potential Years	Total	Percent of Potential Years	Full-time Employment As Non-nurse	Percent of Potential Years	Part-time Employment As Non-nurse	Percent of Potential Years	Full-time Study for Non-nursing Job	Percent of Potential Years	Not Gainfully Employed	Percent of Potential Years	Other	Percent of Potential Years	Total	Percent of Potential Years	Never In Nursing	Percent of Potential Years
	N		Years	Years		Years		*Years		Years		Years		Years		Years		*Years		Years		Years		Years		Years		Years	
1954	1	5	18	5	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1955	1	5	17	5	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1956	0	0	16	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1957	1	5	15	5	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1958	5	25	14	15	60	7.5	30.0	0.0	0.0	0.0	0.0	0.0	0.0	7.5	30.0	1.0	4.0	0.0	0.0	0.0	0.0	1.5	6.0	0.0	0.0	2.5	10.0	0.0	0.0
1959	1	5	13	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.0	100.0
1960	0	0	12	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1961	3	15	11	15	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1962	1	5	10	5	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1963	1	5	9	5	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1964	2	10	8	10	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1965	1	5	7	5	100	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1966	4	20	7	10	50	5.0	25.0	2.0	10.0	0.0	0.0	0.0	0.0	7.0	35.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	15.0	0.0	0.0	3.0	15.0	0.0	0.0
1967	0	0	7	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1968	2	10	7	5	50	3.0	30.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	30.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	20.0	0.0	0.0	2.0	20.0	0.0	0.0
1969	5	25	7	15	60	2.0	8.0	3.0	12.0	0.0	0.0	0.0	0.0	5.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0	5.0	20.0	0.0	0.0	5.0	20.0	0.0	0.0
Total	28	140		100	71.4	17.5	12.5	5.0	3.6	0.0	0.0	0.0	0.0	22.5	16.1	1.0	0.7	0.0	0.0	0.0	0.0	11.5	8.2	0.0	0.0	12.5	8.9	5.0	3.6

*Part-time is not converted to full-time equivalents

Table A 10. Potential Time, Actual Time and P/A, By Two Graduation Response Intervals and By Class, For Two Year-Seven Year Sample

Two Year-Seven Year Sample Class	Year of Answer	N of Respondents	Potential Years	Full-time Employment As Nurse		Part-time Employment As Nurse		Full-time Employment As Non-nurse		Part-time Employment As Non-nurse		Full-time Study of Nursing		Full-time Study for Non-nursing Job		Not Gainfully Employed		Part-time Study, Part-time Employment In Nursing		Other	Percent of Potential Time
Q One Question 12				Actual Years	P/A	*Actual Years	P/A	Actual Years	P/A	*Actual Years	P/A	Actual Years	P/A	Actual Years	P/A	Actual Years	P/A	Actual Years	P/A	Actual Years	P/A
1965	1967	15	30	25.0	83.3	1.5	5.0	1.5	5.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	6.7	0.0	0.0	0.0	0.0
1966	1968	21	42	32.5	77.4	0.25	0.6	0.0	0.0	0.0	0.0	4.0	9.5	0.0	0.0	1.0	2.4	0.0	0.0	0.0	0.0
1967	1969	6	12	11.0	91.7	0.5	4.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1968	1970	30	60	51.5	85.8	1.5	2.5	0.0	0.0	0.0	0.0	2.0	3.3	0.0	0.0	1.0	1.7	1.0	1.7	0.0	0.0
1969	1971	21	42	38.0	90.5	0.0	0.0	0.0	0.0	0.0	0.0	3.0	7.1	0.0	0.0	0.5	1.2	0.0	0.0	0.0	0.0
		93	186	158.0	84.9	3.75	2.0	1.5	0.8	0.0	0.0	9.0	4.8	0.0	0.0	4.5	2.4	1.0	0.5	0.0	0.0
Q Two Question 5								Total Actual Time 177.75 Years					P/A 95.6%								
1965	1972	15	75	44.0	58.7	7.0	9.3	0.5	0.7	0.0	0.0	2.0	2.7	0.0	0.0	14.5	19.3	0.0	0.0	0.0	0.0
1966	1973	21	105	56.0	53.3	4.0	3.8	0.0	0.0	1.25	1.2	2.0	1.9	2.0	1.9	34.5	32.9	0.0	0.0	0.0	0.0
1967	1974	6	30	17.5	58.3	2.0	6.7	0.0	0.0	0.0	0.0	1.0	3.3	0.0	0.0	6.5	21.7	0.0	0.0	1.0	3.3
1968	1975	30	150	91.5	61.0	7.7	5.1	0.5	0.3	1.0	0.7	0.5	0.3	0.0	0.0	33.5	22.3	0.0	0.0	0.5	3.3
1969	1976	21	105	72.0	68.6	3.7	3.5	0.0	0.0	0.0	0.0	3.0	2.9	0.0	0.0	17.0	16.2	2.5	2.4	3.0	2.9
		93	465	281.0	60.4	24.4	5.2	1.0	0.2	2.3	0.5	8.5	1.8	2.0	0.4	106.0	22.8	2.5	0.5	4.5	1.0
								Total Actual Time 432.2 Years					P/A 92.9%								

*Converted to full-time equivalent

Table A 11. Percent of Potential Five Year Period Employed in Nursing, Percent of Potential and Employed Time in Tennessee, Percent of Potential, Employed and Tennessee Time In Memphis, By Generic Program Respondents, By Class

Class	Responses N	Years of Potential Time (1)	Employed Time: Years (2)	Employed Time: Percent of Potential	Tennessee Time: Years (3)	Tennessee Time: Percent of Potential	Tennessee Time: Percent Of Actual	Memphis Time: Years (4)	Memphis Time: Percent of Potential	Memphis Time: Percent Of Actual	Memphis Time: Percent of Tennessee	Calendar Years Involved
1954	16	80	35.5	44.4	19.0	23.7	53.5	14.0	17.5	39.4	73.7	1968-1972
1955	11	55	41.0	74.5	11.0	20.0	26.8	6.5	11.8	15.8	59.0	↑
1956	20	100	48.0	48.0	23.0	23.0	47.9	10.0	10.0	20.8	43.5	
1957	14	70	29.5	42.1	19.0	27.1	64.4	9.0	12.9	30.5	47.4	
1958	20	100	43.5	43.5	27.5	27.5	63.2	2.5	2.5	4.6	9.1	
1959	11	55	34.5	62.7	30.5	55.5	88.4	19.0	34.5	55.1	62.3	
1960	11	55	30.5	55.5	15.0	27.3	49.2	15.0	27.3	55.5	100.0	
1961	15	75	20.0	26.7	9.5	12.7	47.5	0.0	0.0	0.0	0.0	
1962	10	50	24.0	48.0	11.0	22.0	45.8	7.0	14.0	29.2	63.6	
1963	3	15	7.0	46.6	1.0	6.0	14.3	0.0	0.0	0.0	0.0	
1964	9	45	22.0	48.9	5.0	11.1	22.7	0.0	0.0	0.0	0.0	↓
1965	14	70	51.0	72.8	29.0	41.4	56.8	28.0	40.0	54.9	96.6	1968-1972
1966	15	75	39.5	52.7	30.0	40.0	75.9	27.0	36.0	68.4	90.0	1969-1973
1967	6	30	21.5	71.7	11.0	36.7	51.2	8.0	26.7	37.2	72.7	1970-1974
1968	28	140	98.0	70.0	59.0	42.1	60.2	22.0	15.7	22.4	37.3	1971-1975
1969	16	80	62.0	77.5	46.5	58.1	75.0	21.5	26.9	34.7	46.2	1972-1976
	219	1095	607.5	55.5%	347.0	31.7%	57.1%	189.5	17.3%	31.2%	54.6%	
				*$\frac{(2)}{(1)}$		$\frac{(3)}{(1)}$	$\frac{(3)}{(2)}$		$\frac{(4)}{(1)}$	$\frac{(4)}{(2)}$	$\frac{(4)}{(3)}$	

*The formulae in this line refer to the method used to derive the average of the values in the column immediately above, e.g., $\frac{(2)}{(1)}$ represents the fact that 607.5 years is 55.5% of 1095 years

Table A 12. **Percent of Potential Five Year Period Employed in Nursing, Percent of Potential and Employed Time in Tennessee, Percent of Potential, Employed and Tennessee Time in Memphis, by Registered Nurse Program Respondents, By Class**

			Employed Time		Tennessee Time			Memphis Time				
Class	Responses N	Years of Potential Time (1)	Years (2)	Percent of Potential	Years (3)	Percent of Potential	Percent of Actual	Years (4)	Percent of Potential	Percent of Actual	Percent of Tennessee	Calendar Years Involved
1954	1	5	5	100	0	0	0	0	0	0	0	1968-1972
1955	1	5	5	100	5	100	100	5	100	100	100	↑
1956	0	0	0	0	0	0	0	0	0	0	0	
1957	1	5	5	100	5	100	100	5	100	100	100	
1958	5	25	22.5	90	5	20	22.2	0	0	0	0	
1959	1	5	0	0	0	0	0	0	0	0	0	
1960	0	0	0	0	0	0	0	0	0	0	0	
1961	3	15	12	80	12	80	100	12	80	100	100	
1962	1	5	5	100	5	100	100	5	100	100	100	
1963	1	5	5	100	5	100	100	5	100	100	100	
1964	2	10	10	100	10	100	100	10	100	100	100	↓
1965	2	10	10	100	10	100	100	0	0	0	0	1968-1972
1966	5	25	21.5	86	14	56	65.1	6	24	27.9	42.9	1969-1973
1967	0	0	0	0	0	0	0	0	0	0	0	1970-1974
1968	2	10	8	80	5	50	62.5	0	0	0	0	1971-1975
1969	5	25	20	80	13	52	55	3	12	15	23.1	1972-1976
	30	150	129	86%	89	59.3%	68.9%	51	34%	39.5%	57.3%	
				$^*\frac{(2)}{(1)}$		$\frac{(3)}{(1)}$	$\frac{(3)}{(2)}$		$\frac{(4)}{(1)}$	$\frac{(4)}{(2)}$	$\frac{(4)}{(3)}$	

*The formulae in this line refer to the method used to derive the average of the values in the column immediately above, e.g., $\frac{(2)}{(1)}$ represents the fact that 129 years is 86% of 150 years

Table A 13. Number and Percent of Responses for 4 Employer Categories on Q One and Q Two in 1967, 1972 and 1976 By Classes Answering 2 and 7 Years After Graduation

		Employers																				
		Hospitals					Schools of Nursing						Public Health Services					Other Employers					
	Class and Year of Answer	Gen.	V.A.	Spec.			Hosp.	Coll.	A.D.	LPN			PH Agency	School System	Industry			Nursing Homes	M.D. D.D.S.	Individual	Other		
		Responses			Total		Responses				Total		Responses			Total		Responses				Total	
		N	N	N	N	%	N	N	N	N	N	%	N	N	N	N	%	N	N	N	N	N	%
2 Year Grad-Resp. Interval	1965 in 1967 N=22	6	2	4	12	54.5	2	1	0	0	3	13.6	3	1	0	4	18.2	0	0	0	3	3	13.6
	1970 in 1972 N=46	23	8	3	34	73.9	1	0	0	0	1	2.2	6	0	0	6	13.0	0	1	0	4	5	10.9
	1974 in 1976 N=52	24	5	5	34	65.4	5	0	3	0	8	15.4	4	0	0	4	7.7	0	3	0	3	6	11.5
	Total N=120				80	66.7					12	10.0				14	11.7					14	11.7
7 Year Grad-Resp. Interval	1960 in 1967 N=29	12	1	1	14	48.3	5	1	0	0	6	20.7	5	0	0	5	17.2	0	2	0	2	4	13.8
	1965 in 1972 N=22	3	4	1	8	36.4	2	1	3	2	8	36.4	4	1	0	5	22.7	0	0	0	1	1	4.5
	1969 in 1976 N=37	13	6	1	20	54.1	3	3	0	0	6	16.2	5	1	0	6	16.2	0	0	1	4	5	13.5
	Total N=88				42	47.7					20	22.7				16	18.2					10	11.4

Table A 14. Number and Percent of Responses for 6 Clinical Fields of Nursing Employment on Q One and Q Two Made In 1967, 1972 and 1976, By Classes Answering 2 and 7 Years After Graduation

		Clinical Field of Nursing Employment														
		Medical, Surgical and General Nursing					Maternity Nursing		Nursing of Children		Psychiatric Nursing		Public Health Nursing		Other	
	Class and Year of Answer	Med. N	Surg. Responses N	Gen. N	Total	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%
2 Year Grad-Resp. Interval	1965 in 1967 N=16	1	3	3	7	43.8	1	6.3	1	6.3	2	12.5	3	18.7	2	12.5
	1970 in 1972 N=55	17	16	3	36	65.5	2	3.6	5	9.1	2	3.6	7	12.7	3	5.5
	1974 in 1976 N=53	14	12	1	27	50.9	2	3.8	13	24.5	3	5.7	4	7.5	4	7.5
	Total N=124				70	56.5	5	4.0	19	15.3	7	5.6	14	11.3	9	7.3
7 Year Grad-Resp. Interval	1960 in 1967 N=19	5	4	2	11	57.9	1	5.3	1	5.3	1	5.3	2	10.5	3	15.8
	1965 in 1972 N=33	5	5	2	12	36.4	3	9.1	6	18.2	3	9.1	4	12.1	5	15.2
	1969 in 1976 N=38	6	6	5	17	44.7	2	5.2	5	13.2	4	10.5	5	13.2	5	13.2
	Total N=90				40	44.4	6	6.7	12	13.2	8	8.9	11	12.2	13	14.4

Table A 15. Number and Percent of Responses for 3 Types of Positions in Nursing Employment, Q One and Q Two, Made In 1967, 1972 and 1976 By Classes Answering Two and Seven Years After Graduation

		Nursing Service Positions						Nursing Education Positions				Other Nursing Positions				
	Class and Year of Answer	Staff Nurse	Head Nurse	Supervisor	Administrator	Resp.	%	Instructor	Education Administrator	Resp.	%	Consultant	Specialist	Other	Resp.	%
2 Year Grad-Resp. Interval	1965 in 1967 N=24	13	4	0	0	17	70.8	4	0	4	16.7	0	0	3	3	12.5
	1970 in 1972 N=45	31	4	2	1	38	84.4	2	1	3	6.6	0	1	3	4	8.8
	1974 in 1976 N=50	30	1	2	0	33	66.0	8	0	8	16.0	0	0	9	9	18.0
	Total N=119					88	73.9			15	12.6				16	13.4
7 Year Grad-Resp. Interval	1960 in 1967 N=36	16	6	4	1	27	75.0	7	1	8	22.2	0	0	1	1	2.7
	1965 in 1972 N=27	11	2	1	0	14	51.9	8	1	9	33.3	0	1	3	4	14.8
	1969 in 1976 N=44	11	6	6	3	26	59.1	5	4	9	20.5	2	3	4	9	20.5
	Total N=107					67	62.6			26	24.3				14	13.1

Table A 16. Number and Percent of Responses For 4 Present Employer Categories, Q One and Q Two, in 1967, 1972 and 1976, By Classes Answering 2 and 7 Years After Graduation

		Present Employers																					
		Hospitals					Schools of Nursing						Public Health Services					Other Employers					
	Class and Year of Answer	Gen.	V.A.	Spec.	Total		Hosp.	Coll.	A.D.	LPN	Total		PH Agency	School System	Industry	Total		Nursing Homes	M.D. D.D.S.	Indi-vidual	Other	Total	
		Responses					Responses						Responses					Responses					
		N	N	N	N	%	N	N	N	N	N	%	N	N	N	N	%	N	N	N	N	N	%
2 Year Grad-Resp. Interval	1965 in 1967 N=18	4	3	1	8	44.4	2	1	0	0	3	16.7	3	0	0	3	16.7	0	1	0	3	4	22.2
	1970 in 1972 N=30	11	5	3	19	63.3	1	0	0	0	1	3.3	6	0	0	6	20.0	0	1	0	3	4	13.3
	1974 in 1976 N=32	16	1	1	18	56.3	3	0	2	0	5	15.6	5	0	0	5	15.6	1	0	0	3	4	12.5
	Total N=80				45	56.3					9	11.3				14	17.5					12	15.0
7 Year Grad-Resp. Interval	1960 in 1967 N=7	2	0	0	2	28.6	0	1	0	0	1	14.3	1	1	0	2	28.6	0	1	0	1	2	28.6
	1965 in 1972 N=11	2	1	1	4	36.4	1	1	1	1	4	36.4	3	0	0	3	27.3	0	0	0	0	0	0.0
	1969 in 1976 N=15	5	4	0	9	60.0	0	2	0	0	2	13.3	0	0	0	0	0.0	0	1	0	3	4	26.7
	Total N=33				15	45.5					7	21.2				5	15.2					6	18.2

Table A 17. Number and Percent of Responses For 6 Clinical Fields of Present Nursing Employment, Q One and Q Two, In 1967, 1972 and 1976, By Classes Answering 2 and 7 Years After Graduation

Present Clinical Fields of Nursing Employment

	Class and Year of Answer	Medical, Surgical and General Nursing					Maternity Nursing		Nursing of Children		Psychiatric Nursing		Public Health Nursing		Other	
		Med. N	Surg. Responses N	Gen. N	Total	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%	Responses N	%
2 Year Grad-Resp. Interval	1965 in 1967 N=18	2	2	2	6	33.3	1	5.6	1	5.6	2	11.1	3	16.7	5	27.8
	1970 in 1972 N=18	4	4	0	8	44.4	1	5.6	4	22.2	0	0.0	3	16.7	2	11.1
	1974 in 1976 N=31	8	1	3	12	38.7	2	6.5	9	29.0	1	3.2	4	12.9	3	9.7
	Total N=67				26	38.8	4	6.0	14	20.9	3	4.5	10	14.9	10	14.9
7 Year Grad-Resp. Interval	1960 in 1967 N=6	1	1	2	4	66.7	2	33.3	0	0.0	0	0.0	0	0.0	0	0.0
	1965 in 1972 N=10	1	1	0	2	20.0	0	0.0	1	10.0	1	10.0	2	20.0	4	40.0
	1969 in 1976 N=14	0	3	4	7	5.0	0	0.0	0	0.0	2	14.3	0	0.0	5	35.7
	Total N=30				13	43.3	2	6.7	1	3.3	3	10.0	2	6.7	9	30.0

Table A 18. Number and Percent of Responses For 9 Present Positions in Nursing Made in 1967, 1972 and 1976 By Classes Answering Two and Seven Years After Graduation

	Class and Year of Answer	Present Position In Nursing Employment																									
		Staff Nurse		Head Nurse		Supervisor		Administrator		Nursing Service Sub-Total		Instructor		Nursing Education Administrator		Nursing Education Sub-Total		Consultant		Clinical Specialist		"Other"		All Other Sub-total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2 Year Grad-Resp. Interval	1965 in 1967	11	61.1	3	16.7	0	0.0	0	0.0	14	77.7	3	16.7	0	0.0	3	16.7	0	0.0	0	0.0	1	5.5	1	5.5
	1970 in 1972	19	70.4	1	3.7	1	3.7	1	3.7	22	81.5	2	7.4	0	0.0	2	7.4	0	0.0	0	0.0	3	11.1	3	11.1
	1974 in 1976	17	54.8	0	0.0	0	0.0	0	0.0	17	54.8	5	16.1	0	0.0	5	16.1	0	0.0	3	9.7	6	19.3	9	29.0
	Total	47	61.8	4	5.3	1	1.3	1	1.3	53	69.7	10	13.2	0	0.0	10	13.2	0	0.0	3	3.9	10	13.2	13	17.1
7 Year Grad-Resp. Interval	1960 in 1967	2	25.0	2	25.0	1	12.5	1	12.5	6	75.0	1	12.5	0	0.0	1	12.5	0	0.0	0	0.0	1	12.5	1	12.5
	1965 in 1972	5	56.6	0	0. 0	1	9.1	0	0.0	6	54.5	1	9.1	1	9.1	2	18.2	0	0.0	0	0.0	3	27.3	3	27.3
	1969 in 1976	5	38.5	2	15.4	1	7.7	2	15.4	10	76.9	2	15.4	0	0.0	2	15.4	0	0.0	0	0.0	1	7.7	1	7.7
	Total	12	37.5	4	12.5	3	9.4	3	9.4	22	68.8	4	12.5	1	3.1	5	15.6	0	0.0	0	0.0	5	15.6	5	15.6

Table A 19. Percent of Responses For 3 Present Employment/Non-Employment Options Q One and Q Two In 1967, 1972 and 1976, By Classes 2 and 7 Years After Graduation

		Present Employment/Non-Employment Status													
		Employed in Nursing				Not Employed		Employed Non-nursing		Study					
	Class and Year of Answer	Full-time N	Part-time N	Total N	%	N	%	F-T N	P-T N	Nursing N	Non-Nursing N	Part-time Study /Nursing N	"Other" N	Total N	%
2 Year Grad-Resp. Interval	1965 in 1967	16	1	17	85.0	2	10.0	1	0	0	0	0	0	1	5.0
	1970 in 1972	28	2	30	81.1	5	13.5	0	0	2	0	0	0	2	5.4
	1974 in 1976	28	2	30	76.9	5	12.8	0	0	1	0	1	2	4	10.3
	Total			77	80.2	12	12.5							7	7.3
7 Year Grad-Resp. Interval	1960 in 1967	7	1	8	40.0	12	60.0	0	0	0	0	0	0	0	0.0
	1965 in 1972	10	2	12	100.0	0	0.0	0	0	0	0	0	0	0	0.0
	1969 in 1976	9	3	12	60.0	5	25.0	0	0	0	0	0	3	3	15.0
	Total			32	61.5	17	32.7							3	5.8

Table A 20. Number and Percent of Responses, By Rank and By Reason for Not Being Employed in Nursing

Rank In Importance	Total Responses		Personal Health Responses		Illness In Immediate Family Responses		Child Care Help Not Readily Available Responses		Felt Must Be Home With Family Responses		Community Activities Fulfill Needs and/or Fill Time Responses		Financial Gain In Nursing Insufficient To Afford Household/ Child Care Responses		No Nursing Position Available That Allows Practice of Professional Nursing Responses		Been "out too long" and Hesitate To Return To Nursing Responses		Financial Gain In Nursing Not Enough To Warrant Return Responses		Hourly Schedule Not Suitable To Allow Return Responses		Interests Have Changed-No Longer Interested in Nursing Responses		Other Responses	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
First	155	34.8	3	1.9	0	0.0	5	3.2	101	65.2	3	1.9	1	0.6	4	2.6	0	0.0	2	1.3	6	3.9	6	3.9	24	15.5
Second	114	25.6	3	2.6	1	0.9	28	24.6	18	15.8	14	12.2	6	5.3	3	2.6	5	4.4	7	6.1	20	17.5	1	0.9	8	7.0
Third	78	17.5	4	5.1	0	0.0	10	12.8	2	2.6	10	12.8	6	7.7	3	3.9	3	3.8	15	19.2	23	29.5	1	1.3	1	1.3
Fourth	48	10.8	2	4.2	2	4.2	5	10.4	4	8.3	2	4.2	5	10.4	1	2.1	5	10.4	10	20.8	10	20.8	1	2.1	1	2.1
Fifth	24	5.4	0	0.0	0	0.0	2	8.3	1	4.2	1	4.2	2	8.3	2	8.3	2	8.3	6	25.0	7	29.2	1	4.2	0	0.0
Sixth	13	2.9	0	0.0	0	0.0	0	0.0	0	0.0	2	15.4	4	30.8	1	7.7	2	15.4	2	15.4	0	0.0	2	15.4	0	0.0
Seventh	6	1.3	1	16.7	0	0.0	0	0.0	0	0.0	0	0.0	1	16.7	0	0.0	0	0.0	3	50.0	0	0.0	1	16.7	0	0.0
Eighth	4	0.9	0	0.0	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0	1	25.0	0	0.0	1	25.0	1	25.0	0	0.0	0	0.0
Ninth	3	0.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	66.7	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0
	445	99.9																								

Table A 21. Reasons Given By Those Who Were Employed In Nursing When They Answered Q One For Having Left It In the Interim, Q Two

Rank In Inportance	Total Responses		Illness In Immediate Family Responses		Household Help For Child Care Not Readily Available Responses		Felt I Must Be Home With My Family Responses		Community Activities Fulfill My Needs and/or Fill My Time Responses		Financial Gain In Nursing Insufficient To Provide Adequate Child Care. Responses		No Position Available To Permit Practice of Professional Nursing Responses		Hourly Schedule In Nursing Was Determining Factor In My Decision Responses		My Interests Have Changed-No Longer Interested in Nursing Responses		Other Responses	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
First	71	43.0	0	0.0	1	1.4	54	76.1	1	1.4	1	1.4	2	2.8	5	7.0	1	1.4	6	8.5
Second	56	33.9	0	0.0	13	23.2	5	8.9	8	14.3	5	8.9	4	7.1	15	26.8	3	5.4	3	5.4
Third	27	16.4	0	0.0	5	18.5	1	3.7	2	7.4	7	25.9	1	3.7	9	33.3	0	0.0	2	7.4
Fourth	8	4.8	1	12.5	1	12.5	0	0.0	3	37.5	1	12.5	1	12.5	1	12.5	0	0.0	0	0.0
Fifth	3	1.8	0	0.0	0	0.0	1	33.3	0	0.0	1	33.3	1	33.3	0	0.0	0	0.0	0	0.0
Total	165	99.9																		

Table A 22. Number and Percent of Responses for Changes In Program Suggested By Respondents, By Class

Class	Respondents	*Option 1		Option 2		Option 3		Option 4		Option 5		Option 6		Option 7		Option 8		Option 9		Total	
		Responses		Responses		Responses		Responses		Responses		Responses		Responses		Responses		Responses		Responses	
	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1960	19	6	2.6	3	2.8	2	1.0	3	3.0	6	10.7	0	0.0	2	1.7	8	28.6	3	5.3	33	3.6
1961	20	9	3.8	6	5.7	13	6.4	1	1.0	9	16.1	0	0.0	2	1.7	2	7.1	1	1.8	43	4.7
1962	22	15	6.4	7	6.6	18	8.8	4	4.0	3	5.4	0	0.0	8	6.7	0	0.0	1	1.8	56	6.1
1963	6	4	1.7	0	0.0	2	1.0	1	1.0	2	3.6	0	0.0	1	0.8	1	3.6	1	1.8	12	1.3
1964	20	10	4.3	8	7.5	12	5.9	0	0.0	3	5.4	0	0.0	3	2.5	4	14.3	4	7.0	44	4.8
1965	18	14	6.0	5	4.7	13	6.4	3	3.0	3	5.4	2	25.0	4	3.4	1	3.6	2	3.5	47	5.2
1966	27	18	7.7	5	4.7	18	8.8	5	5.0	4	7.1	2	25.0	10	8.4	3	10.7	5	8.8	70	7.7
1967	13	8	3.4	2	1.9	10	4.9	5	5.0	3	5.4	0	0.0	5	4.2	0	0.0	3	5.3	36	4.0
1968	35	26	11.1	20	18.9	26	12.7	5	5.0	1	1.7	0	0.0	12	10.1	2	7.1	6	10.5	98	10.6
1969	33	22	9.4	14	13.2	17	8.3	13	13.1	4	7.1	0	0.0	16	13.4	0	0.0	8	14.0	94	10.3
1970	37	25	10.7	13	12.3	17	8.3	10	10.1	3	5.4	1	12.5	13	10.9	2	7.1	7	12.3	91	10.0
1971	32	18	7.7	3	2.8	15	7.4	15	15.2	4	7.1	1	12.5	10	8.4	2	7.1	6	10.5	74	8.1
1972	21	12	5.1	7	6.6	10	4.9	9	9.1	3	5.4	1	12.5	10	8.4	2	7.1	3	5.3	57	6.3
1973	21	16	6.8	4	3.8	12	5.9	8	8.1	2	3.6	0	0.0	8	6.7	0	0.0	0	0.0	50	5.5
1974	41	31	13.2	9	8.5	19	9.3	17	17.2	6	10.7	1	12.5	15	12.6	1	3.6	7	12.3	106	11.6
Total	365	234	99.9	106	100.0	204	100.0	99	99.8	56	100.1	8	100.0	119	99.9	28	99.9	57	100.2	911	99.8

*Legend of Options:

1...more opportunities for the application of nursing principles in the clinical setting
2...greater variety of clinical experiences
3...greater exposure to professional nursing in the clinical setting
4...more nursing electives
5...more academic electives
6...higher requirements for the degree; e.g., more credit hours, higher grade average
7...improvement in relationships with other Colleges of the University
8...no major change needed
9...other. Specify______________________________

Table A 23. Number, Percent and Graduating Year of Respondents Who Specified Changes in the Program In Question 80 Q One Supp "Other" Option

Specification	Number of Respondents For Each Change	Percent Of Total Changes N=71	Class
Addition of Courses (non-clinical)			
A course in physics	1		1960
A course in research	2		1961, 1970
A course in statistics-needed as preparation for graduate school	1		1960
	4	5.6	
Changes In Existing Courses (non-clinical)			
Stronger courses in anatomy, physiology and chemistry	1		1969
Stronger courses in pharmacology, basic sciences and nutrition	3		1966, 1966 1970
Liberal arts courses At Southwestern rather than at Memphis State U.	1		1962
	5	7.0	
Addition of Instruction and Practice In Nursing Procedures and Skills			
In general	1		1974
In starting IV's	1		1964
In palpation and auscultation	1		1974
	3	4.2	
Some and/or Additional Clinical Experience In Specific Settings			
Intensive Care Unit	2		1968, 1970
Emergency Room	2		1971, 1974
Cardiovascular nursing, including cardiopulmonary resuscitation	2		1969, 1970
Medical and psychiatric emergency situations	1		1969
Public health nursing and problem solving	2		1969, 1970
Patient safety in clinical practice	1		1968
Student participation in hospital in-service programs	1		1970
	11	15.5	

Specification	Number of Respondents For Each Change	Percent of Total Changes N=71	Class
Changes In Existing Courses (Clinical Nursing)			
More depth in medical-surgical nursing	1		1969
More emphasis on community responsibilities	1		1968
More instruction in disease entities, pathophysiology and related nursing problems and responsibilities	1		1970
	3	4.2	
Changes In the Program In General			
More interaction among instructors to reduce repetition of content already learned	1		1973
Spread program out over longer period of time	1		1964
More time for individual study in senior year	1		1966
More flexibility in curriculum with attention to individual needs of student, e.g., psychiatric nursing on UT campus would have been more beneficial for me than the Senior Seminar	1		1966
Better relationship with the schools of nursing in Memphis	1		1974
	5	7.0	
Changes In the Registered Nurse Program			
The changes that are currently being made	2		1969, 1971
Placement in the program that recognizes previous exposure and competence	1		1971
Third year requirements for the registered nurse student were repetitious	1		1971
	4	5.6	

Table A 23 (cont'd)

Specification	Number of Respondents For Each Change	Percent of Total Changes N=71	Class
Changes In Student-Faculty Relations			
Better relationships with the faculty	2		1968, 1968
Less pressure on students	1		1965
More personal encouragement	3		1965, 1970 1974
More counseling with student for personal growth and ventilation of feelings	2		1967, 1969
More relaxed study, less stress on details	2		1967, 1971
	10	14.1	
Changes in the Existing Clinical Experiences In General			
Involvement on a more professional level in progressive facilities, rather than wasting time becoming oriented to physical layouts and charting differences in many hospitals	2		1970, 1970
Better utilization of time spent in many clinical areas	1		1963
Longer time spent in vital areas, i.e., pediatrics, obstetrics and public health nursing	1		1965
	4	5.6	
Changes To Prepare the Student For Transition From Role of Student to Role of Graduate Nurse			
More realistic nursing education	1		1969
More realistic view of actual nursing practice	4		1960, 1966, 1972, 1974,
More experience in the care of larger numbers of patients, i.e., functional nursing for hospital settings	1		1960
More clinical application of team nursing theory	3		1964, 1966, 1968,
More concentration on nursing leadership, theory and experience, on management and supervision, on the role of the charge nurse	7		1964, 1965, 1968, 1968, 1970, 1971, 1974
More clinical experience with colleagues and non-professional nursing personnel	1		1966

Table A 23 (cont'd)

Specification	Number of Respondents For Each Change	Percent of Total Changes N=71	Class
Changes To Prepare the Student For Transition From Role of Student To Role of Graduate Nurse (Cont'd)			
More exchange of information about expectations of role among physicians, pharmacists, nurses, especially physicians and nurses	1		1967
More experience in interpersonal relations for the nurse; chance to develop skills needed to work with paraprofessionals and professionals	1		1970
Experience in making Cardex size care plans rather than the several pages used in student experience	1		1971
More responsibility assumed by faculty to assign patients with problems that the student will need to be experienced in to give care after graduation	1		1970
More concentration on career commitment in senior year	1		1972
	22	31.0	
Total	71	99.8	

Table A 24. Percent of Responses For Aspects of Program Needing Improvement, By Class

Class	Respondents	*Option 1		Option 2		Option 3		Option 4		Option 5		Option 6		Option 7		Option 8		Total	
		Responses		Responses		Responses		Responses		Responses		Responses		Responses		Responses		Responses	
	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1960	19	1	1.9	2	7.1	3	2.1	3	2.2	6	5.0	4	3.2	9	11.5	2	7.4	30	4.2
1961	20	0	0.0	0	0.0	6	4.3	5	3.7	8	6.7	3	2.4	5	6.4	1	3.7	28	4.0
1962	22	5	9.3	9	32.1	7	5.0	7	5.1	13	10.9	1	0.8	3	3.8	3	11.1	48	6.8
1963	6	2	3.7	1	3.6	2	1.4	4	2.9	1	0.8	1	0.8	1	1.3	1	3.7	13	1.8
1964	20	2	3.7	1	3.6	3	2.1	8	5.9	3	2.5	1	0.8	11	14.1	0	0.0	29	4.1
1965	18	1	1.9	1	3.6	8	5.7	8	5.9	9	7.6	6	4.8	3	3.8	1	3.7	37	5.2
1966	27	4	7.4	2	7.1	6	4.3	13	9.6	12	10.1	6	4.8	6	7.7	0	0.0	49	6.9
1967	13	5	9.3	4	14.3	9	6.4	6	4.4	9	7.6	11	8.9	0	0.0	1	3.7	45	6.4
1968	35	14	25.9	1	3.6	19	13.6	15	11.0	11	9.2	23	18.5	1	1.3	2	7.4	86	12.2
1969	32	4	7.4	2	7.1	15	10.7	14	10.3	7	5.9	18	14.5	2	2.6	4	14.8	66	9.3
1970	37	3	5.6	0	0.0	14	10.0	11	8.1	7	5.9	13	10.5	11	14.1	6	22.2	65	9.2
1971	32	4	7.4	3	10.7	9	6.4	7	5.1	8	6.7	11	8.9	11	14.1	2	7.4	55	7.8
1972	22	3	5.6	1	3.6	10	7.1	6	4.4	7	5.9	8	6.5	5	6.4	1	3.7	41	5.8
1973	21	1	1.9	0	0.0	7	5.0	10	7.4	6	5.0	3	2.4	6	7.7	0	0.0	33	4.7
1974	41	5	9.3	1	3.6	22	15.7	19	14.0	12	10.1	15	12.1	4	5.1	3	11.1	81	11.5
Total	365	54	100.3	28	100.0	140	99.8	136	100.0	119	99.9	124	99.9	78	99.9	27	99.9	706	99.9

*Legend of Options:

1...professional competence of the faculty
2...academic preparation of the faculty
3...teaching methods in the classroom
4...teaching methods in the clinical areas
5...evaluation of student performance in the clinical area
6...student-faculty relationships
7...no major improvement was needed
8...other. Specify________________________________

Table A 25. Number, Percent and Graduating Year of Respondents Who Specified Improvements In the Program In Question 81 Q One Supp "Other" Option

Specification	Number of Respondents For Each Response	Percent Of Total Responses N=27	Class
Improvement In Courses			
Better orientation of persons teaching non-nursing courses to objectives of the nursing program	1		1960
Better teaching in psychiatric nursing	1		1966
Classroom teaching - too high failure rate	1		1970
Better content in lectures; lectures seldom contained useful information	1		1970
Better integration of different subjects	1		1972
Better organization of medical-surgical nursing in classroom and clinical area	1		1960
Additional learning resources, A.V. material	1		1971
Program seemed disorganized in senior year; "Logs" were a farce; we were not really able to express our true feelings without reprimand and disapproval	1		1974
Research course needed to be stricter or deleted	1		1970
	9	33.3	
Improvements In Clinical Experience			
Utilization of additional facilities for clinical practice	1		1961
More clinical experience, including ICU and CCU	3		1968, 1969, 1970
More communication with hospital administration	1		1974
	5	18.5	
Improvements in Faculty			
More supervision of faculty members to spare students the uncomfortable experience of working with faculty who expressed lack of interest, bitterness and were sarcastic	1		1962
Better faculty - faculty relationships	2		1963, 1971
Clinical nursing instructors should have 3-5 years of successful clinical experience and be required to update knowledge in a clinical setting periodically	1		1969

Table A 25 (Cont'd)

Specification	Number of Respondents For Each Aspect	Percent Of Total Aspects N=27	Class
Improvements In Faculty (Cont'd)			
Faculty members should be retired when their teaching methods are outdated	1		1970
More preparation of faculty in the field of educational instruction	1		1974
	6	22.2	
Improvements In Student-Faculty Relationships			
Better communication between faculty and students, especially definite guidelines for what is actually expected in the clinical areas	1		1967
Focus on the individuality of student	1		1969
Greater personal contact between Dean and junior and senior students	1		1968
Better understanding of problems of male students, acceptance by faculty, genuine interest beyond lip service	1		1970
	4	14.8	
Improvements Aimed At Transition From Student Role to Graduate Nurse Role			
More opportunities to apply principles of directing others to give nursing care	2		1962, 1969
More realistic preparation for actual employment situations	1		1962
	3	11.1	
Total	27	99.9	

Table A 26. Path Study of 28 Modal Group Respondents Who Reported Present Positions Required Further Education in Terms of Employment On Q One, Q Two, Or Both

	Questionnaire One									Questionnaire Two									
	Required	Encouraged	Not a Factor	Grad-Resp. Interval Yrs.	Answered In	Employer	Title of Position	Master's or Doctoral Degree	Addit'nl. Education Required	Required	Encouraged	Not A Factor	Grad-Resp. Interval Yrs.	Answered In	Employer	Title of Position	Years in Present Position	Master's or Doctoral Degree	Additional Education Required
1	x			13	1967	Board of Missions	Admin. Nursing Educa.	Master's Religious Education	In-service Courses In Relig. Ed.		x		18	1972	A.D. Nursing Program	Instructor	>1	Master's Nursing	Short Courses
2		x		13	1967	General Hospital	Nursing Supervsr.	None	In-service Short Courses	x			18	1972	General Hospital	Nursing Supervsr.	5	None	In-service
3	no	resp.		12	1967	General Hospital	Staff Nurse	None	No Response	x			17	1972	School System	School Nurse	5	None	6 Hrs. Any Subject For Perm. Certf.
4		x		11	1967	General Hospital	Head Nurse	None	In-service Short Courses	x			16	1972	A.D. Nsg. Program	Instructor	1	In Progress M. Ed.	Grad. Ed. On Master's Level
5		x		11	1967	Pub. Hlth. Agency	Nursing Supervsr.	None	Addtnl. Prof. Nsg., Master's Degree	x			16	1972	Pub.Hlth. Agency	Nursing Supervsr.	5	None	In-service Heart, Cancer, Tbc. Workshops
6	x			11	1967	Hospital Sch. of Nsg.	Instructor	None	Sht. Courses Master's Deg.			x	16	1972	V.A. Hospital	Staff Nurse	3	None	None
7	x			9	1967	Pub. Hlth. Agency	Staff Nurse	None	In-service		x		14	1972	Pub. Hlth. Agency	Nursing Supervsr.	>1	None	In-service
8	x			8	1967	A.D. Nsg. Program	Instructor	None	Sht. Courses Master's Deg.	x			13	1972	A.D. Program	Instructor	2	M. N.Psych. Nursing	Sht. Courses, Workshops
9	x			7	1967	General Hospital	Nursing Supervsr.	None	In-service Short Courses		x		12	1972	General Hospital	Instr. Nsg. Ed. for Staff	>1	None	In-service Hosp. Mgmt., Labor Reltns.
10			x	7	1967	General Hospital	Staff Nurse	None	No Response	x			12	1972	Health Access Center	Adult Hlth. Nurse Practitioner	>1	Practitioner Prog.	Ped. Nsg. M.C.H.
11	x			6	1967	Colleg. Sch. of Nursing	Nsg. Ed. Adm. or Asst.	36 qh. Master's Indust.Ed.	Grad.Ed. Doctoral Level			x	11	1972	Pub. Hlth. Agency	Nursing Consultant	>1	Master's Industr. Educ.	None
12	x			5	1967	Clinical Research Unit	Nursing Service Admin.	M.S. Med-Surg. Nursing	Courses in Mgmnt.	x			10	1972	Colleg. Sch. of Nursing	Nursing Instr.	2	Ph.D. Nursing	Not Specified
13	x			3	1967	V.A. Hospital	Head Nurse	None	In-service Sht. Courses		x		8	1972	Hospital Sch. of Nursing	Instructor	1	42 qh. Nursing	In-service Grad. Ed. Master's Level

Table A 26. continued Path Study of 28 Modal Group Respondents Who Reported Present Positions Required Further Education in Terms of Employment On Q One, Q Two, Or Both

	Questionnaire One									Questionnaire Two									
	Required	Encouraged	Not a Factor	Grad-Resp. Interval Yrs.	Answered In	Employer	Title of Position	Master's or Doctoral Degree	Addit'nl. Education Required	Required	Encouraged	Not A Factor	Grad-Resp. Interval Yrs.	Answered In	Employer	Title of Position	Years in Present Position	Master's or Doctoral Degree	Additional Education Required
14		x		2	1967	V.A. Hospital	Staff Nurse	None	In-service B.S. Non-Nsg.	x			7	1972	Tech. Voc. Sch. L.P.N.	Head, Occ. Hlth. Dept.	2	None	1 course per yr. for teacher certification
15		x		2	1968	General Hospital	Staff Nurse	51 hrs. Psych. Nsg.	Addtnl. Ed. Prof. Nsg.	x			7	1973	Collegiate School of Nursing	Instructor	3	M.S. Psych. Nsg.	In-service Programs
16		x		2	1968	General Hospital	Instructor	None	In-service Grad. Ed. Master's	x			7	1973	Hospital School of Nursing	Instructor	5	12 hrs. Secondary Ed.	Add.Ed.Prof. Nsg., Grad.Ed. Master's Level
17		x		2	1968	V.A. Hospital	Staff Nurse	None	In-service Grad. Educ. Master's	x			7	1973	Hospital School of Nursing	Instructor	2	21 hrs. Counsel. Guidance	Grad. Ed. Master's Level
18			x	2	1970	Pub.Hlth. Agency	Staff Nurse	None	No Response	x			7	1975	A.D. Program	Instructor	1	None	Grad. Ed. Master's Level
19	x			2	1970	A.D. Program	Instructor	None	Grad. Ed. Master's Level	x			7	1975	Collegiate School of Nursing	Instructor	2	M.S. Med-Surg.	In-service Programs
20		x		2	1970	General Hospital	Nursing Supervsr.	Study in Surg. Nsg.	Sht. Courses Add. Educ. in Prof. Nsg.	x			7	1975	General Hospital	Clinical Speclst.	2	M.S. Med-Sur.	In-service Add. Ed. in Prof. Nsg.
21	x			2	1970	School System	School Nurse	None	In-service Sht. Courses Psychol., etc.	x			7	1975	Pub. Hlth. Agency	Nursing Consultant	2	M.P.H.	Not Specified
22			x	2	1970	General Hospital	Staff Nurse	None	No Response	x			7	1975	General Hospital	Card. Cath. Technician Lab. R.N.	3	None	On Job Training in Card. Cath. Proced.
23	x			2	1970	General Hospital	Head Nurse	None	In-service Sht. Courses Cor. Care Nursing		x		7	1975	Pub. Hlth. Agency	Clinical Speclst.	2	None	In-service Sht. Courses, Prenatal Care, Infant, Child.
24		x		2	1970	Out-Patient Dept.	Staff Nurse	None	In-service Sht. Courses	x			7	1975	A.D. Program	Instructor	4	6 hrs. Sociol.	In-service Grad. Study Master's Level
25	x			2	1970	General Hospital	Intensive Care Nurse	None	In-service Sht. Courses I.C. Nsg.			x	7	1975	General Hospital	Staff Nurse	>1	None	None
26	x			2	1971	Hospital School of Nsg.	Instructor	None	Grad. Ed. Master's Level		x		7	1976	College of Medicine	F.H.N. Clinician	2	M.S. F.H.N.	Continuation of Education Encouraged
27	no resp.			2	1971	Hospital School of Nsg.	Instructor	None	No Response	x			7	1976	Collegiate School of Nursing	Instructor	2	45 hrs. Child-Family	Grad. Ed. Master's Level
28	x			2	1971	General Hospital	Staff Nurse	None	In-service			x	7	1976	V.A. Hospital	Staff Nurse	3	None	None
	14	9	3							18	6	4							

Table A 27. Path Study of 6 Non-Modal Respondents Who Reported Present Positions Required Further Education In Terms of Employment On Q One, Q Two, Or Both

	Questionnaire One									Questionnaire Two									
	Required	Encouraged	Not A Factor	Grad-Resp. Interval Yrs.	Answered In	Employer	Title of Position	Master's or Doctoral Degree	Addit'nl. Education Required	Required	Encouraged	Not A Factor	Grad-Resp. Interval Yrs.	Answered In	Employer	Title of Position	Years In Present Position	Master's or Doctoral Degree	Additional Education Required
1	x			13	1967	Collegiate School of Nursing	Instructor	M.S.N. Psych. Nursing	Grad. Educ. Doctoral Level				18	1972	Not Employed				
2	x			13	1967	Collegiate School of Nursing	Instructor	None	Addit. Prof. Nsg., Grad.Ed. Master's Level				18	1972	Not Employed			None	
3				10	1967	Not Employed		None		x			15	1972	General Hospital	Staff Nurse	>1	None	In-service Programs
4				10	1967	Not Employed		None		x			15	1972	Collegiate School of Nursing	Nursing Educ. Admin.	2	M. Ed. Counseling	In-service Programs Counseling
5	x			9	1967	L.P.N. Program	Instructor	Hrs. in Industr. Educ.	Industrial Education				14	1972	Not Employed			None	
6	x			2	1968	U.S.Army General Hospital	Head Nurse	None	In-service				7	1973	Not Employed			M.Ed. Special Educ.	

APPENDIX B

QUESTIONNAIRES AND COVER LETTERS

COVER LETTER Q ONE 1967

THE UNIVERSITY OF TENNESSEE
879 MADISON AVENUE
MEMPHIS, TENNESSEE 38103

OFFICE OF THE DEAN
COLLEGE OF NURSING

May 1, 1967

Dear

The faculty of the College of Nursing joins me in sending greetings to you. We are anxious to learn of your activities and feel that you are interested in knowing something of the happenings here. The faculty asked me to tell you of some of these.

In the Fall of 1966, we admitted 54 students to the College, 5 of whom were registered nurses who joined the junior class in the Winter Quarter; and the remainder were students who were admitted to the sophomore year of the program. All of these students have had a minimum of one year of pre-nursing college work prior to admission to our program, and many of them completed two years before transferring to this campus. At an early time, perhaps in 1969, we will require two years pre-nursing for each student who is admitted. At this time there are 25 faculty members, and we are constantly looking for additional, qualified persons to help us in providing the instructional program to students in the College.

We appreciate the efforts of each of you in recruiting qualified individuals as students in the College. In the Fall of 1967, we anticipate admission of a class of 65 students. This is the maximum number which can be admitted until new facilities are available both for the College of Nursing and for the School of Basic Medical Sciences. For the future, we have set as our goal the admission of 200 qualified students annually.

A number of exciting things have happened or are in some stage of progress at this time. I suspect that each of you has seen the new cap which is a real improvement over the previous one. Students who enrolled last Fall are wearing new uniforms. The new uniform is a wash and wear, blue and white pin-striped dress made along very simple lines; which strongly resembles a golfers dress. The students like it, and so do we.

Architects have been employed and we are spending a great deal of time working with them to plan for a new College of Nursing building. The site that has been selected is just east of the old Student Center facing Madison Avenue, and we are hopeful that construction can begin immediately after the new Student Center is available and the old Center is razed. The College of Pharmacy's new building is also in the planning stage, and will join our building, but will face Dunlap as we face Madison. We hope that the new Student Center will be available within an 18 month period.

Mr. Montgomery made a very wise choice in his selection of a young woman for the Student Activities Department. Elizabeth Grabiel joined that staff in the Fall of 1965. She works closely with all the women students on the campus, and has been instrumental in appreciably expanding the cultural, social, and recreational opportunities for the students in the College of Nursing.

Those of us in the College and in the City of Memphis were well pleased with the number of graduates who attended the Memphis Chapter sponsored College of Nursing Alumnae Day at the end of the last school year. Following a morning of clinical presentation, a luncheon for the graduating class was enjoyed by all. We hope that many others will be able to join us this year.

The Class of 1966 presented my portrait to the College of Nursing as their graduation gift. Needless to say, it was a great personal thrill and I feel honored by their gesture.

We are beginning a formal self-study, which we will submit to the Board of Review of the Department of Baccalaureate and Higher Degree Program of the National League for Nursing, in preparation for accreditation review in 1968. It is hard to realize that it has been almost eight years (1960) since we received our initial accreditation. Review of programs is made each eight years, as you know.

We are excited that Miss Virginia Henderson will come to the campus early in June. She will participate in several activities, including the Alumni Day on June 3, 1967. We hope you will be here.

As we advised you prior to the time of your graduation, we are quite anxious to have recent information on you and to have your assistance in our curriculum planning. By completing the enclosed questionnaire, you can aid us appreciably in our future planning for curriculum. Those of you who are recent graduates already know that we have made many changes in the program. These changes have included a new approach to content within a three academic year and one six-week summer term period. We hope that you will be kind enough to complete this questionnaire and to return it at your earliest convenience. Your answers will be helpful in our planning for the accreditation visit.

Best wishes to you and please do come to see us whenever you can.

Sincerely yours,

Ruth Neil Murry

Ruth Neil Murry, R.N.
Dean

RNM:ot
Enclosures

COVER LETTER Q ONE 1976

THE UNIVERSITY OF TENNESSEE
800 MADISON AVENUE
MEMPHIS, TENNESSEE 38163

OFFICE OF THE DEAN
COLLEGE OF NURSING

March, 1976

The faculty of the College of Nursing joins me in sending greetings to you! We are anxious to learn of your activities and feel that you are interested in knowing something of the happenings here. The faculty asked me to tell you some of the things that have happened in the past few years.

Under the leadership of Chancellor T. Albert Farmer, Jr. many things are occurring at the Center for the Health Sciences. A new General Education Building is being built and a new College of Nursing-Library Building to be located on the Lindsley Hall site is expected to be built for 1979. We would enjoy showing you some of these developments and wish to extend a special invitation for you to attend Alumni Days May 21 and 22, 1976.

Perhaps in Overview you have read about the Accelerated Program which we are offering to individuals with a minimum of a baccalaureate degree, with specific general education requirements and with agreed upon grade point average. These persons who successfully complete the prescribed program are eligible for a baccalaureate degree in nursing in a one year period.

The number of beginning students we have been able to admit each year is still only 70 because of limitations of classroom and laboratory space and numbers of faculty. It will be 1977 before the new general teaching building at Dunlap and Madison is ready for use. Space will continue to cause restrictions on enrollment for a while. Another factor which may affect our enrollment for this year will be the amount of money appropriated for University of Tennessee Center for the Health Sciences. We will have to reduce admissions if sufficient dollars are not made available.

The faculty has made a great deal of progress in developing modules in the Undergraduate Program. First and Third Years are both well along in this process. Our plan is to provide greater opportunity for self directed study and for movement at one's own pace.

We are still offering three majors at the graduate level, Community Family Health Nursing, Community Mental Health Nursing and Physical Illness. If you are interested in having more information about the program please let us know.

We are hopeful that you will give us some information about yourself by completing the enclosed questionnaire and that you will return it at your earliest convenience. We are asking graduates from the College of Nursing from 1954 and 1974 to provide information for our 20 year evaluation study of the College. Participation in this study is voluntary and measures will be taken to protect the confidentiality of the information you supply. No identification of individual participants will be made in the report of the study. Your responses will be included in the report in such a way that no personal identification can be extracted. We will appreciate receiving your response to the questionnaire and we assure you that the report of the study will be used to continue to improve the College. We appreciate the efforts of each of you in recruiting qualified individuals, both to the undergraduate and graduate programs, for enrollment in the College of Nursing.

With kind personal regards, I am,

Sincerely,

Ruth Neil Murry

Ruth Neil Murry, R.N.
Dean

dg
Enclosure

QUESTIONNAIRE ONE

CONFIDENTIAL

THE UNIVERSITY OF TENNESSEE COLLEGE OF NURSING
800 Madison Avenue
Memphis, Tennessee 38163

STUDY OF THE UNIVERSITY OF TENNESSEE COLLEGE OF NURSING GRADUATES
1954-19__

1. Please answer every question unless you are specifically instructed that a particular question or series of questions does not apply to you.

2. Feel free, on any question, to add explanatory comments, but do not forget to give the most appropriate answer. If for some personal reason you feel you must leave a question unanswered, do not let this keep you from returning the questionnaire when finished.

3. When answering questions with a limited number of alternatives, please choose the statement which comes closest to describing your circumstances or attitude, even if it does not fit your situation precisely.

4. On most questions, you will indicate your answer to the questions by CIRCLING the code number next to the alternative of your choice. For example:

Last week, I was ... (Circle one)
1....working full-time
2....working part-time
3....not employed

All answers will remain confidential.

Please return within 48 hours in enclosed addressed stamped envelope.

THANK YOU VERY MUCH FOR YOUR HELP.

Name ____
Last First Middle Maiden

Present Address ______________________________________

____
City County if in Tennessee State

____________________ Social Security Number

List University of Tennessee Nursing program(s) completed and year(s)

____

____

____

____

BACKGROUND

1. Where did you live for most of your life before entering the University of Tennessee nursing programs? (Circle one and underline the state)

1...New England (Conn., Maine, Mass., N. Hamp., R.I., Vermont)
2...Middle Atlantic (N.J., N.Y., Penn.)
3...South Atlantic (Del., D.C., Fla., Ga., Md., N.C., S.C., Va., W. Va.)
4...East South Central (Ala., Ky., Miss., Tenn.)
5...West South Central (Ark., La., Okla., Texas)
6...East North Central (Ill., Ind., Mich., Ohio, Wis.)
7...West North Central (Ia., Kan., Minn., Mo., Neb., N.D., S.D.)
8...Mountain (Ariz., Colo., Idaho, Mont., Nev., N.M., Utah, Wyom.)
9...Pacific (Alaska, Calif., Hawaii, Ore., Wash.)
0...Foreign Country (specify)____________________

____

2. Did you receive financial aid while attending the University of Tennessee College of Nursing? Exclude financial support from your family. (Circle one providing most aid)

1...Yes, from sources available through the College of Nursing
(Specify)____________________

2...Yes, from sources with which I negotiated:
(Specify agency)____________________

3...Yes, from part-time employment.

4...No.

3. When you first entered the University of Tennessee nursing programs, what was the primary occupation of your father or guardian? (Circle one)

1...Profession (teacher, doctor, minister, lawyer, engineer)
2...Proprietor (self-employed business man, store owner, contractor, distributor)
3...Business official or executive (manager, buyer, supervisor, personnel director)
4...Salesman (wholesale or retail)
5...Clerical worker (bookkeeper, office machine operator)
6...Farm owner or manager
7...Farm worker
8...Technician or semi-professional worker (lab technician, draftsman)
9...Skilled operator or machine operator (factory machine worker, bus driver)
10...Service worker (policeman, fireman, waiter, barber, cook)
11...Laborer
12...Retired) If either of these, please write here the number of the
13...Deceased) category above which best describes his former occupation______
14...Other. Specify________________________________

---

4. Did your mother receive any education in nursing? (Circle one)

1...No
2...Yes, but she did not qualify as an R.N.
3...Yes, she is an R.N. but does not have a bachelor degree in nursing
4...Yes, she is an R.N. with a bachelor degree in nursing

---

5. When you first entered the University of Tennessee nursing programs, was your mother, or mother substitute, gainfully employed? (Circle one)

1...No
2...Yes, part-time* (see below)
3...Yes, full-time

ANSWER ONLY IF YOU CIRCLED 2 or 3 ABOVE:

6. What was her occupation? (Circle one)

1...Profession (teacher, registered nurse, doctor, dietitian)
2...Proprietor (self-employed business woman, store owner)
3...Business official or executive (buyer, supervisor, personnel director)
4...Saleswoman (wholesale or retail)
5...Clerical worker (office, bookkeeper)
6...Technician or semi-professional worker (lab technician)
7...Skilled operator or machine operator
8...Service worker (waitress, beautician, cook, practical nurse)
9...Other (specify)________________________________

---

*The term "part-time" employment used throughout this study means any employment which involves only a portion of a work week.

7. What schooling did your parents complete? (Circle one in each column)

Father	Mother	
1	1	...Grade school
2	2	...Some high school, not graduate
3	3	...High school graduate
4	4	...Technical or vocational graduate (include R.N.)
5	5	...Some college, not graduate
6	6	...College graduate
7	7	...Post graduate

---

8. Indicate the statement that best describes you in relation to your siblings. Count all siblings that lived past infancy. (Circle one)

1...Only child
2...The oldest child
3...The youngest child
4...None of these

---

9. How many living siblings did you have when you enrolled in the University of Tennessee nursing program? (Circle one)

1...None
2...One
3...Two
4...Three
5...Four
6...Five
7...Six
8...Seven
9...Eight or more

EMPLOYMENT HISTORY

10. Indicate the formal nursing preparation you have had since your graduation from the University of Tennessee nursing programs for the first time. (Circle one)

1...None
2...Study beyond the bachelor degree
3...Completion of masters degree
4...Study beyond masters degree
5...Completion of doctoral degree

If you have earned a degree(s) (not in nursing) indicate your major(s) ______________________ and the degree(s) ____________________

11. In how many states and/or countries are you currently registered to practice nursing? (Circle one)

1...None
2...One
3...Two
4...Three or more

IF NEVER EMPLOYED IN NURSING SINCE GRADUATION FROM THE UNIVERSITY OF TENNESSEE NURSING PROGRAMS SKIP TO QUESTION 32.

IF NEVER EMPLOYED SINCE GRADUATION FROM THE UNIVERSITY OF TENNESSEE NURSING PROGRAMS SKIP TO QUESTION 37.

---

12. How much time have you spent in each of the following since your first graduation from the University of Tennessee nursing program(s)? (Round your answers to whole or half years)

1______________________ Years in full-time employment as a nurse
2______________________ Years in part-time employment as a nurse
3______________________ Years in full-time employment as a non-nurse
4______________________ Years in part-time employment as a non-nurse
5______________________ Years in full-time study of nursing
6______________________ Years in full-time study for a non-nursing job
7______________________ Years not gainfully employed
8______________________ Part-time study and part-time employment in nursing
9______________________ Other. Specify.______________________

______________________ TOTAL (this total should equal the number of years since you graduated from the University of Tennessee nursing program(s) for the first time.)

13. How many different employers have you had? Count each employer only once. (Circle one)

1...9 or more
2...8
3...7
4...6
5...5
6...4
7...3
8...2
9...1
10...none

---

14. Indicate each region in which you have been employed full or part-time for one year or more. (Circle all that apply)

1...New England (Conn., Maine, Mass., N. Hamp., R.I., Vermont)
2...South Atlantic (Del., D.C., Fla., Ga., Md., N.C., S.C., Va., W.Va.)
3...East South Central (Ala., Ky., Miss., Tenn.)
4...Middle Atlantic (N.J., N.Y., Penn.)
5...West South Central (Ark., La., Okla., Texas)
6...East North Central (Ill., Ind., Mich., Ohio, Wis.)
7...West North Central (Ia., Kan., Minn., Mo., Neb., N.D., S.D.)
8...Mountain (Ariz., Colo., Idaho, Mont., Nev., N.M., Utah, Wyo.)
9...Pacific (Alaska, Calif., Hawaii, Ore., Wash.)
10...Foreign Country(s) Specify. ____________________

---

15. Indicate the total length of time you have been employed as a nurse, full and part-time, in Tennessee. (Circle one number. Round more than one-half to a full year).

1...None
2...One year
3...Two years
4...Three years
5...Four years
6...Five years
7...Six years
8...Seven years
9...Eight years
10...Nine years
11...Ten years
12...Eleven to fifteen years
13...Sixteen years or more

---

16. Indicate the total length of time you have been employed as a nurse, full and part-time, in Memphis. (Circle one number. Round more than one-half to a full year)

1...None
2...One year
3...Two years
4...Three years
5...Four years
6...Five years
7...Six years
8...Seven years
9...Eight years
10...Nine years
11...Ten years
12...Eleven to fifteen years
13...Sixteen years or more

---

17. Please list the cities and towns in Tennessee in which you have been employed full and part-time for one year or more.

Location	Length of Employment

18. Indicate those agencies (type of employer) by which you have been employed as a nurse for one year or more. (Circle all that apply.)

1...General Hospital
2...Veteran's Hospital
3...Nursing Home
4...Public Health Agency
5...School System (as a school nurse)
6...Hospital School of Nursing (as teacher or administrator)
7...Collegiate School of Nursing (as teacher or administrator)
8...Associate degree program in nursing (as teacher or administrator)
9...Practical nursing program (as instructor)
10...Industry
11...Doctor or Dentist (office nurse)
12...Individual (as private duty nurse)
13...Specialty Hospital. Specify________________________
14...Other. Specify________________________

---

19. Indicate those clinical fields in nursing in which you have been employed as a practitioner for one year or more. (Circle all those that apply.)

1...Medical Nursing
2...Surgical Nursing
3...Maternity Nursing
4...Nursing of Children
5...Psychiatric Nursing
6...Public Health Nursing
7...General Nursing
8...Other. Specify________________________

---

20. Indicate the types of positions you have held for one year or more. (Circle all those that apply.)

1...Staff or general duty nurse
2...Head nurse or assistant
3...Supervisor nurse or assistant
4...Nursing administrator or assistant
5...Nursing consultant. Specify area________________________
6...Nursing instructor or assistant
7...Nursing education administrator or assistant
8...Clinical specialist. Specify area________________________
9...Other. Specify________________________

---

21. Following graduation for the first time from the University of Tennessee nursing programs, what was your first full-time nursing position?

____________ Use a number in this space from the categories in question 20.

22. How long did you remain in this first position? (Circle one)

1...One year	7...Seven years
2...Two years	8...Eight Years
3...Three years	9...Nine years
4...Four years	10...Ten years
5...Five years	11...Eleven to fifteen years
6...Six years	

---

23. If you are presently employed in nursing please describe your present position

__________ Indicate the type of employing agency using a number from question 18. If "other,"please specify: ____________________

__________ Indicate the clinical field using a number from question 19. If "other," please specify: ____________________

__________ Indicate the type of position using a number from question 20. If "other," please specify: ____________________

24. What do you consider the most important nursing position you have ever held?

________________ Place code number of position here from list in Question 20.

---

25. Since graduation from the University of Tennessee nursing program(s), have you ever been employed by City of Memphis Hospitals (John Gaston Hospital)? (Circle one)

1...Yes
2...No

26. If Yes, give approximate dates of employment ____________________

Place code number(s) here of positions held from list in Question 20:

____

---

27. Since graduation from the University of Tennessee nursing program(s) have you ever been employed by the University of Tennessee School or College of Nursing? (Circle one)

1...Yes
2...No

If yes, give dates of employment

____

28. Please identify your present employment. (Circle one)

1...Full-time nursing
2...Part-time nursing
3...Full-time in non-nursing
4...Part-time in non-nursing
5...Full-time study preparing for a nursing position
6...Full-time study preparing for a non-nursing position
7...Part-time study and part time employment in nursing
8...Other (specify)____
9...Not presently employed

If you circled item 9, skip to question 37

---

29. My present employment is: (Circle one)

1...Absolutely essential for financial reasons
2...Valuable but not essential for financial reasons
3...Not necessary for financial reasons

---

30. In addition to the income received from employment, other reasons are frequently given for being employed. Please rank all the following reasons for your present employment in order of importance to you. Place a "1" by the most important, a "2" by the second most important, etc.

________Career commitment
________Job satisfaction
________The people I meet
________Service to others
________Personal fulfillment
________Scholarship or Traineeship Committment

---

31. Do you believe your present job could be performed satisfactorily by an individual with less formal nursing education than you have? (Circle one)

1...Yes
2...No
3...Undecided
4...Not applicable

---

32. If presently employed full-time, what is your approximate yearly income from this employment? (Circle one)

1...$3000-3999
2...$4000-4999
3...$5000-5999
4...$6000-6999
5...$7000-8999
6...$9000-10,999
7...$11,000-14,999
8...$15,000 and over
9...Circle here if not presently employed full-time

IF EMPLOYED IN "NON-NURSING" SKIP TO QUESTION 37

33. If presently employed part-time in nursing, what is your approximate yearly income from this employment? (Circle one)

1...$100-499
2...$500-999
3...$1000-1499
4...$1500-1999
5...$2000-2499
6...$2500-3000
7...$3000-3500
8...$3500-4000
9...$4000-5000

---

34. How does further education enter into your present job? (Circle one)

1...Required by the terms of employment
2...Encouraged by the employer
3...Not a factor. (Skip to question 47)

ANSWER THIS QUESTION IF YOU CIRCLED 1 IN QUESTION 34

35. What kind of additional education is required? (Circle the two most important)

1...In-service programs
2...Short term courses or institutes (specify content). ____________________
____
3...Additional education in biological sciences
4...Additional education in social sciences
5...Additional education in professional nursing
6...Graduate education on the masters level
7...Graduate education on the doctoral level
8...Other (Specify)____

ANSWER THIS QUESTION IF YOU CIRCLED 2 IN QUESTION 34

36. What kind of additional education is encouraged? (Circle the two most important)

1...In-service programs
2...Short term courses or institutes (specify content)____________________
____
3...Additional education in biological sciences
4...Additional education in social sciences
5...Additional education in professional nursing
6...Graduate education on the masters level
7...Graduate education on the doctoral level
8...Other (specify)____

IF PRESENTLY EMPLOYED IN NURSING, SKIP TO QUESTION 47

37. How long has it been since you were last employed in any manner in nursing? (Circle one)

1...less than six months
2...less than one year
3...one to three years
4...three to five years
5...five to ten years
6...ten to twenty years
7...since graduation

38. If you circled item 7 in Question 37, please indicate the main reason you have not been employed in nursing since graduation.

1...Home responsibilities
2...Did not like nursing
3...Could not find appropriate nursing employment
4...Other. Specify____

39. Please indicate main reason you did not follow a nursing career if you have ever been employed in non-nursing. (Circle one)

1...Did not like nursing
2...Could not find appropriate nursing employment
3...Assisted in family business
4...Non-nursing employment more compatible with home responsibilities
5...Non-nursing employment more financially rewarding
6...Non-nursing employment more emotionally rewarding
7...Non-nursing employment less physically demanding
8...Other. Specify____

____

40. Many reasons are given for not being active in nursing. Please rank the following reasons in order of importance to you in your present situation. Place a "1" by the most important, a "2" by the second most important, etc. Please rank all that apply.

__________ Personal health
__________ Illness in immediate family
__________ Household help on child care not readily available so I can leave
__________ Felt I must be home with my family
__________ Community activities fulfill my needs and/or fill my time
__________ Financial gain in nursing insufficient to afford adequate household help for child care
__________ No nursing position available that allows me to practice professional nursing.
__________ Been "out too long" and hesitate to return
__________ Financial gain in nursing not enough to warrant my return
__________ Hourly schedule required in nursing practice not suitable to allow me to return
__________ My interests have changed--no longer interested in nursing
__________ Other. Specify____

41. What ever your reason for not being presently employed in nursing, do you (Circle one):

1...Regret not being so?
2...Wish you could be?
3...Feel glad you are not?
4...Have no desire to be?
5...Never think about it?

42. Have any of the following made you feel "uncomfortable" for not being active in nursing? (Circle one)

1...Classmates
2...College of Nursing faculty
3...College of Nursing Alumnae
4...Other nurses who are employed
5...People outside the profession
6...Your own personal feelings
7...Never felt uncomfortable

43. Do you plan to re-enter the nursing field in the next five years? (Circle one)

1...Yes
2...Not sure
3...No (If you circled here, skip to Question 47)

ANSWER ONLY IF YOU CIRCLED 1 OR 2 IN QUESTION 43

44. Do you feel the need of additional education to be employable in nursing? (Circle one)

1...Yes
2...No (If you circled here skip to Question 47)

ANSWER ONLY IF YOU CIRCLED 1 IN QUESTION 44

45. Are you planning further study? (Circle one)

1...No
2...Yes, within 1 year
3...Yes, within 2 years
4...Yes, within 3 years
5...Yes, within 4 years

If yes, at what institution?______________

46. What kind of further study do you plan to follow? (Circle one)

1...Short term courses or institutes (Specify content)______________________
____
2...Additional education in biological sciences
3...Additional education in social sciences
4...Additional education in professional nursing
5...Graduate education on the masters level
6...Graduate education on the doctoral level
7...Other (specify)______________________________________

PERSONAL HISTORY SINCE GRADUATION

47. Where have you lived for most of the time since leaving the University of Tennessee program(s)? (Circle one area and underline the state)

1...New England (Conn., Maine, Mass., N. Hamp., R.I., Vermont)
2...Middle Atlantic (N.J., N.Y., Penn.)
3...South Atlantic (Del., D.C., Fla., Ga., Md., N.C., S.C., Va., W. Va.)
4...East South Central (Ala., Ky., Miss., Tenn.)
5...West South Central (Ark., La., Okla., Texas)
6...East North Central (Ill., Ind., Mich., Ohio, Wis.)
7...West North Central (Iowa, Kan., Minn., Mo., Neb., N.D., S.D.)
8...Mountain (Ariz., Colo., Idaho, Mont., Nev., N.M., Utah, Wyo.)
9...Pacific (Alaska, Calif., Hawaii, Ore., Wash.)
10...Foreign Country (specify)______________________________

---

48. Please circle the code number of the one category which best describes your age and family situation. "Children" applies to one child or more.

1...Age under 25, never married
2...Age 25-45, never married
3...Age 45-65, never married
4...Age 65 or more, never married
5...No children, age under 25
6...No children, age 25-45
7...No children, age 45-64
8...No children, age 65 and over
9...All children, under 30 months
10...Oldest child under 6, youngest under 30 months
11...Oldest child under 13, youngest under 30 months
12...All children ages 2½ to 6
13...Oldest child under 13, youngest 2½ to 6
14...All children ages 6 to 13
15...Oldest child under 20, youngest under 2½
16...Oldest child under 20, youngest 2½ to 6
17...Oldest child under 20, youngest aged 6 to 13
18...All children ages 13 to 20
19...Oldest child left household, youngest under 2½
20...Oldest child left household, youngest 2½ to 6
21...Oldest child left household, youngest aged 6 to 13
22...Oldest child left household, youngest aged 13 to 20
23...Oldest child left household, youngest over 20
24...Age 45-65, all children gone from household
25...Age 65 or more, have children

49. What is your present marital status: (Circle one)

1...Widowed
2...Divorced
3...Separated
4...Married
5...Never Married (If you circled here, skip to question 56)

---

50. How many children do you have now living? (Circle one)

1...None
2...One
3...Two
4...Three
5...Four
6...Five
7...Six or more

---

51. When did you first marry? (Circle one)

1...Married before first enrollment in University of Tennessee nursing program(s)
2...Married before senior year of first enrollment
3...Married during senior year of first enrollment
4...Married within one year after first graduation from the nursing program(s)
5...Married between one and three years after first graduation.
6...Married more than three years after first graduation

---

52. What was your fiancé's activity when you became engaged? (Circle one)

1...A student attending the University of Tennessee Medical Units.
Specify College ______________________________
2...An undergraduate student, but not in attendance at the Medical Units
3...A graduate student
4...A qualified practitioner in a health related field
5...None of these is applicable

---

53. Is your husband presently in the armed forces? (Circle one)

1...Yes
2...No

IF NOT PRESENTLY MARRIED, ANSWER QUESTIONS 54 AND 55 IN TERMS OF YOUR FORMER HUSBAND

54. How would you describe your husband's attitude toward your employment as a nurse? (Circle one)

1...Strongly favors it
2...Approves it
3...Is indifferent to it
4...Discourages it
5...Opposes it

---

55. What is (was) your husband's occupation? (Circle one)

1...Professional, (specify)____________________(e.g. Teacher, dentist, engineer, lawyer, doctor, minister)
2...Proprietor (self-employed business man, store owner, contractor, distributor)
3...Business official or executive (manager, buyer, factory supervisor, personnel director)
4...Salesman (wholesale or retail)
5...Clerical worker (office, bookkeeper, office machine operator, etc.)
6...Farm owner or manager
7...Farm worker
8...Technician or semi-professional worker (e.g., lab technician, draftsman, etc.)
9...Skilled operator or machine operator (factory, machine worker, bus driver, etc.)
10...Service worker (policeman, fireman, waiter, barber, cook, etc.)
11...Laborer
12...Student
13...Retired____________Please write here the number of the category above that describes his former occupation

---

56. How many of the students who attended the University of Tennessee Nursing program(s) when you did do you now count as among your friends in terms of keeping in touch with them? (Circle one)

1...One
2...Two
3...Three
4...Four
5...Five
6...Six
7...Seven
8...Eight or more
9...None

CAREER CHOICE

57. Which one of the following factors do you feel most influenced your choice of nursing? (Circle only one)

1...Parents or immediate relatives
2...Teachers (at any level)
3...Someone in the field of nursing
4...Military experience
5...Financial pressures
6...Summer job in hospital or health related field
7...Active recruitment on the part of nursing (e.g., brochures, clubs, films)
8...Someone in the general health field (e.g., doctor dentist)
9...Other (specify)____________________________
10...Don't know

58. How do you think each of the following classes in the general public currently regards a career in nursing? (Circle one number in each column)

Lower Class	Middle Class	Upper Class	
1	1	1	Very favorably
2	2	2	Favorably
3	3	3	Indifferently
4	4	4	Unfavorably
5	5	5	Very unfavorably

59. How attractive does work in nursing today seem to you compared with work in other fields? (Circle one)

1...Much less attractive
2...Less attractive
3...About the same
4...More attractive
5...Much more attractive

60. Knowing what you know now, do you think you would choose a career in nursing if you had to make the choice again? (Circle one)

1...Definitely no
2...Probably no
3...Probably yes
4...Definitely yes

PROFESSIONAL AND COMMUNITY ACTIVITIES

61. Have you ever been a member of the American Nurses' Association? (Circle one)

1...Yes, currently
2...Yes, but not currently
3...No (If you circled here skip to question 63)

---

62. Which of the following best describes the greatest degree of your participation in American Nurses' Association? (Circle one number in each column)

Local	State	National	
1	1	1	Leadership participation e.g. officer, committee chairman
2	2	2	Active participation e.g. attend meetings, serve on committees
3	3	3	Minimal participation e.g. pay dues, occasionally attend meetings

---

63. Have you ever been a member of the National League for Nursing?

1...Yes, currently
2...Yes, but not currently
3...No (If you circled here skip to question 65)

---

64. Which of the following describes best the greatest degree of your participation in National League for Nursing? (Circle one number in each column)

Local	State	National	
1	1	1	Leadership participation e.g. officer, committee chairman
2	2	2	Active participation, e.g. attend meetings, serve on committees
3	3	3	Minimal participation e.g. pay dues, occasionally attend meetings

---

65. Have you ever been a member of any professional organization(s) other than American Nurses' Association and National League for Nursing? Example: National Education Association, American Hospital Association, American Public Health Association. (Circle one)

1...Yes, one
2...Yes, two
3...Yes, three
4...Yes, four or more
5...No (If you circled here skip to question 67)

66. Which of the following activities best exemplifies the greatest degree of your participation in the groups listed in question 65.

1...Leadership participation - e.g. officer, committee chairman
2...Active participation - attend meetings and serve on committees
3...Minimal participation - pay dues, occasionally attend meetings

---

67. Are you currently a member of any honorary societies? (Circle one)

1...Yes, one
2...Yes, two
3...Yes, three
4...Yes, four or more
5...No

---

68. In how many voluntary health and welfare organizations do you currently participate? e.g. Cancer Society, Heart Association, hospital board, Mental Health Association, etc. (Circle one)

1...None
2...One
3...Two
4...Three
5...Four or more

---

69. In how many other voluntary organizations, such as religious, political, civic, or educational groups, etc., do you currently participate? (Circle one)

1...None
2...One
3...Two
4...Three
5...Four or more

---

70. To how many nursing journals do you presently subscribe as an individual? Examples: American Journal of Nursing, Nursing Outlook, Nursing Science, Nursing Forum, Nursing Research, Nursing World, R.N., International Nursing Review, etc. (Circle one)

1...None
2...One
3...Two
4...Three or more

HONORS AND PROFESSIONAL ACHIEVEMENTS

71. Check honors attained while in school or since. Circle all that apply.

1____________Faculty Award (University of Tennessee School or College of Nursing)
2____________Trustees Award (City of Memphis Hospitals...Awarded: 1954-1963)
3____________Sigma Theta Tau Member
4____________Other (specify title and date)________________

List your consultant type activities giving organization and area.

List your professional public speaking activities in 19 giving subject and audience.

List exact titles and references for all professional addresses, articles, books, or research studies that you have had accepted for publication.

List titles of all nursing research projects in which you have been one of the investigators exclusive of masters theses and doctoral dissertations.

72. Please complete this record of your masters and doctoral work.

Degree(s) and/or number of hours toward degree	Major	Dates of study and/or degree(s)	Degree granting and/or graduate work institutions

List title(s) of all theses and/or dissertations and where they are available. e.g. personal copy, interlibrary loan.

THANKS AGAIN

GRADUATES, 1960-74 ONLY ANSWER QUESTIONS 73-81.

EDUCATIONAL OBJECTIVES

In the following statements, the objectives of the University of Tennessee College of Nursing have been adapted for the purposes of this questionnaire. Please indicate how you feel these objectives were achieved during your educational program at the University.

73. To guide the student in acquiring the information necessary; (Circle one number in each column)

To plan professional nursing care	To give professional nursing care	To evaluate professional nursing care	Achievement
1	1	1	Excellent
2	2	2	Good
3	3	3	Fair
4	4	4	Poor
5	5	5	Can't say

74. To prepare the student to give professional nursing care (Circle one number in each column)

In the hospital	In the home	In the community	Achievement
1	1	1	Excellent
2	2	2	Good
3	3	3	Fair
4	4	4	Poor
5	5	5	Can't say

75. To prepare the student to direct others in giving nursing care. (Circle one)

1...Excellent
2...Good
3...Fair
4...Poor
5...Can't say

76. To guide the student in developing skills necessary for the effective practice of (Circle one number in each column)

preventive nursing	curative nursing	rehabilitative nursing	Achievement
1	1	1	Excellent
2	2	2	Good
3	3	3	Fair
4	4	4	Poor
5	5	5	Can't say

---

77. To guide the student in developing the ability to do scientific thinking so that she may make wise decisions and contribute positively to the profession of nursing and to the community. (Circle one)

Achievement

1...Excellent
2...Good
3...Fair
4...Poor
5...Can't say

---

78. To guide the student in acquiring attitudes, interests, knowledge, and appreciations that will aid her in progressing toward the optimum of her potentialities in professional and community living and in continuing her personal growth toward maturity. (Circle one)

Achievement

1...Excellent
2...Good
3...Fair
4...Poor
5...Can't say

---

79. To guide the student in acquiring the necessary educational foundation for progression in the next level of academic preparation in nursing. (Circle one)

Achievement

1...Excellent
2...Good
3...Fair
4...Poor
5...Can't say

---

80. Do you feel there should have been any of the following changes in your baccalaureate program at the University of Tennessee College of Nursing? (Circle all that apply)

1...more opportunities for the application of nursing principles in the clinical setting
2...greater variety of clinical experiences
3...greater exposure to professional nursing in the clinical setting
4...more nursing electives
5...more academic electives
6...higher requirements for the degree; e.g. more credit hours, higher grade average
7...improvement in relationships with other Colleges of the University
8...no major change needed
9...other. Specify______________________________

---

81. Did you feel that any of the following aspects of the educational program needed improving when you were a student in the University of Tennessee College of Nursing? (Circle all that apply)

1...professional competence of the faculty
2...academic preparation of the faculty
3...teaching methods in the classroom
4...teaching methods in the clinical areas
5...evaluation of student performance in the clinical area
6...student-faculty relationships
7...no major improvement was needed
8...other. Specify______________________________

THANK YOU

COVER LETTER Q TWO 1972 plus.

THE UNIVERSITY OF TENNESSEE
800 MADISON AVENUE
MEMPHIS, TENNESSEE 38163

UT

OFFICE OF THE DEAN
COLLEGE OF NURSING

May, 1972

You are among the graduates of the University of Tennessee College of Nursing who volunteered information on a questionnaire that we have been using since 1967 to poll graduates about their activities since leaving the College of Nursing. Close to 70 percent of the 732 graduates of the College have answered the questionnaire and we are pleased to count you among these volunteer contributors.

It is approximately five years ago that you answered the first questionnaire, and we are asking you now to update the information you sent us and to supply some additional information that we believe has significance at this time. The period of time concerning which we are seeking information now is 19 to 19 . Your continued participation in this study is voluntary and measures are taken to protect the confidentiality of the information you supply.

No identification of individuals will be made in the report of the study. Your responses will be included in the report of the study in such a way that no personal identification can be extracted.

It is our plan to include graduates through 1974 in this study and to report on the findings after 1976. The information that has been accumulating since 1967 has been useful in making plans for the future. These plans are a vital part of the life of the College today, as never before, and your participation in this gathering of information is deeply appreciated.

Your letters and visits to campus are always welcome, and you have our best wishes for all your undertakings.

Thank you for your continuing support of the College of Nursing.

Sincerely,

Ruth Neil Murry

Ruth Neil Murry, R.N.
Dean

RNM:wf

QUESTIONNAIRE TWO

CONFIDENTIAL

STUDY OF THE UNIVERSITY OF TENNESSEE COLLEGE OF NURSING GRADUATES
1954 - Present

Code #

THE FIVE YEAR PERIOD COVERED IN THIS QUESTIONNAIRE IS 19 -197. INCLUSIVE.

1. In how many states and/or countries are you currently registered to practice nursing? (Circle one)

   1...None 2...One 3...Two 4...Three or More

2. Indicate the total length of time you have been employed as a nurse, full and part-time, in Tennessee since you answered the previous questionnaire. (Circle one number. Round more than one-half to a full year.)

   1...None
   2...One year
   3...Two years
   4... Three years
   5... Four years
   6... Five years

3. Please list the cities and towns in Tennessee in which you have been employed as a nurse full and part-time for one year or more since you answered the previous questionnaire.

Location	Length of Employment

4. Indicate each region in which you have been employed full or part-time for one year or more since you answered the previous questionnaire. (Circle all that apply.)

   1...New England (Conn., Maine, Mass., N. Hamp., R.I., Vermont)
   2...South Atlantic (Del., D.C., Fla., Ga., Md., N.C., S.C., Va., W. Va.)
   3...East South Central (Ala., Ky., Miss., Tenn.)
   4...Middle Atlantic (N.J., N.Y., Penn.)
   5...West South Central (Ark., La., Okla., Texas)
   6...East North Central (Ill., Ind., Mich., Ohio, Wis.)
   7...West North Central (Ia., Kan., Minn., Mo., Neb., N.D., S.D.)
   8...Mountain (Ariz., Colo., Idaho, Mont., Nev., N.M., Utah, Wyo.)
   9...Pacific (Alaska, Calif., Hawaii, Ore., Wash)
   10...Foreign Country(s) Specify.

5. How much time have you spent in each of the following since you answered the previous questionnaire? (Round your answers to whole or half years)

1 ______________________ Years in full-time employment as a nurse
2 ______________________ Years in part-time employment as a nurse
3 ______________________ Years in full-time employment as a non-nurse
4 ______________________ Years in part-time employment as a non-nurse
5 ______________________ Years in full-time study of nursing
6 ______________________ Years in full-time study for a non-nursing job
7 ______________________ Years not gainfully employed
8 ______________________ Part-time study and part-time employment in nursing
9 ______________________ Other. Specify. ______________________________

______________________ TOTAL (this total should equal 5 years)

If you have not been employed in nursing since you answered the previous questionnaire, or if never employed in nursing since graduation from The University of Tennessee College of Nursing, please skip to Question 14.

6. Indicate those agencies (type of employer) by which you have been employed as a nurse for one year or more since you answered the previous questionnaire. (Circle all that apply.)

1...General Hospital
2...Veteran's Hospital
3...Nursing Home
4...Public Health Agency
5...School System (as a school nurse)
6...Hospital School of Nursing (as teacher or administrator)
7...Collegiate School of Nursing (as teacher or administrator)
8...Associate degree program in nursing (as teacher or administrator)
9...Practical nursing program (as instructor)
10...Industry
11...Doctor or Dentist (office nurse)
12...Individual (as private duty nurse)
13...Specialty Hospital. Specify. ______________________________
14...Other. Specify ______________________________

7. Indicate those clinical fields in nursing in which you have been employed for one year or more since you answered the previous questionnaire. (Circle all those that apply.)

1...Medical Nursing
2...Surgical Nursing
3...Maternity Nursing
4...Nursing of Children
5...Psychiatric Nursing
6...Public Health Nursing
7...General Nursing
8...Other. Specify ______________

8. Indicate the types of positions you have held for one year or more since you answered the previous questionnaire. (Circle all those that apply.)

1...Staff or general duty nurse
2...Head nurse or assistant
3...Supervisor nurse or assistant
4...Nursing administrator or assistant
5...Nursing consultant. Specify area ________________________
6...Nursing instructor or assistant
7...Nursing education administrator or assistant
8...Clinical specialist. Specify area ________________________
9...Other. Specify. ________________________

9. If you are presently employed in nursing please describe your present position.

______ Indicate the type of employing agency using a number from question 6. If "other"," please specify: ________________________

______ Indicate the clinical field using a number from question 7. If "other," please specify: ________________________

______ Indicate the type of position using a number from question 8. If "other," please specify: ________________________

10. Please identify your present employment. (Circle one)

1...Full-time nursing
2...Part-time nursing
3...Full-time in non-nursing
4...Part-time in non-nursing
5...Full-time study preparing for a nursing position
6...Full-time study preparing for a non-nursing position
7...Part-time study and part-time employment in nursing
8...Other (Specify) ________________________
9...Not presently employed.

11. How long have you been employed in your present position. (Circle one.).

1...Less than one year
2...One Year
3...Two Years
4...Three Years
5...Four Years
6...Five Years

12. If presently employed full-time, what is your approximate yearly income from this employment? (Circle one)

1...$3000-3999
2...$4000-4999
3...$5000-5999
4...$6000-6999
5...$7000-8999
6...$9000-10,999
7...$11,000-14,999
8...$15,000 and over
9...Circle here if not presently employed full-time

13. If presently employed part-time in nursing, what is your approximate yearly income from this employment? (Circle one)

1...$100-499
2...$500-999
3...$1000-1499
4...$1500-1999
5...$2000-2499
6...$2500-3000
7...$3000-3500
8...$3500-4000
9...$4000-5000

14. Indicate the formal nursing preparation you have had since you answered the previous questionnaire.
(Circle one)

1...None
2...Study beyond the bachelor degree ____________quarter hours
3...Completion of masters degree ____________give degree ____________year
4...Study beyond masters degree ____________quarter hours
5...Completion of doctoral degree ____________give degree ____________year

If you have earned a degree(s) (not in nursing) indicate your major(s) ____________________ and the degree(s)____________________
and ____________________year.

15. How does further education enter into your present job? (Circle one)

1...Required by the terms of employment
2...Encouraged by the employer
3...Not a factor. (If you circled 3, then skip to question 19).

16. What kind of additional education is required? (Circle the two most important)

1...In-service programs
2...Short term courses or institutes (specify content).____________________
____
3...Additional education in biological sciences
4...Additional education in social sciences
5...Additional education in professional nursing
6...Graduate education on the masters level
7...Graduate education on the doctoral level
8...Other (Specify) ____________________

17. Are you planning further study? (Circle one)

1...No
2...Yes, within 1 year
3...Yes, within 2 years
4...Yes, within 3 years
5...Yes, within 4 years

If yes, at what institution?) ____________________
____

If you circled 1 in question 17, skip to question 19.

18. What kind of further study do you plan to follow? (Circle one)

1...Short term courses or institutes (Specify content) ____________________
____
2...Additional education in biological sciences
3...Additional education in social sciences
4...Additional education in professional nursing
5...Graduate education on the masters level
6...Graduate education on the doctoral level
7...Other (Specify) ____________________

19. If you were not employed in nursing when you answered the previous questionnaire, and have returned to active employment in nursing in the interval, please identify your reasons for returning to nursing. (Circle all that apply.)

1...Changes in family situation made it possible
2...Attractive position became available
3...To supplement family income
4...Improved salaries and working conditions made it attractive to me
5...Other. Explain.______________________________

20. If you were employed in nursing when you answered the previous questionnaire and have since become inactive, or reduced your employment to less than full-time, please rank your reasons for making the change. Place a "1" by the most important, a "2" by the next in importance, etc. Please rank all that apply.

______ Illness in immediate family
______ Household help or child care not readily available
______ Felt I must be home with my family
______ Community activities fulfill my needs and/or fill my time
______ Financial gain in nursing insufficient to afford adequate household help for child care
______ No nursing position available that allows me to practice professional nursing
______ Hourly schedule required in nursing practice was a determining factor in my decision.
______ My interests have changed--no longer interested in nursing
______ Other. Specify.______________________________

21. Has your marital status changed since you answered the previous questionnaire?

1...yes 2...no

22. If you answered no to question 21, please skip to 23. If you answered yes to question 21, please indicate the change.

1...married
2...separated
3...divorced
4...remarried
5...widowed

23. Please circle the code number of the one category which best describes your age and family situation today. "Children" applies to one child or more.

1...Age under 25, never married
2...Age 25-45, never married
3...Age 45-65, never married
4...Age 65 or more, never married
5...No children, age under 25
6...No children, age 25-45
7...No children, age 45-65
8...No children, age 65 or over
9...All children under 30 months
10...Oldest child under 6, youngest under 30 months
11...Oldest child under 13, youngest under 30 months
12...All children ages 2 1/2 to 6
*13...Oldest child under 13, youngest under 30 months (error)
14...All children ages 6 to 13
15...Oldest child under 20, youngest under 2 1/2
16...Oldest child under 20, youngest 2 1/2 to 6
17...Oldest child under 20, youngest 6 to 13
18...All children ages 13 to 20
19...Oldest child left household, youngest under 2 1/2
20...Oldest child left household, youngest 2 1/2 to 6
21...Oldest child left household, youngest 6 to 13
22...Oldest child left household, youngest aged 13 to 20
23...Oldest child left household, youngest over 20
24...Age 45-65, all children gone from household
25...Age 65 or more, have children

*Repeat of 10. Omitted- Oldest child under 13, youngest 2 1/2 to 6.

If you circled 1 or 4 in Question 22, please answer question 24.

24. How would you describe your husband's attitude toward your employment as a nurse? (Circle one)

1...Strongly favors it
2...Approves it
3...Is indifferent to it
4...Discourages it
5...Opposes it

If you are married and if your marital status is the same as it was when you answered the previous questionnaire, please answer question 25. If not, skip to question 27.

25. Do you feel your husband's attitude toward your employment in nursing has changed since you answered the previous questionnaire? (Circle one)

1...yes
2...no

26. If you circled 1 in question 25, please indicate how you feel his attitude has changed. (Circle one)

1...from favorable to unfavorable
2...from unfavorable to favorable
3...from indifferent to favorable
4...from indifferent to unfavorable

27. How do you think each of the following classes in the general public currently regards a career in nursing? (Circle one number in each column)

Lower Class	Middle Class	Upper Class	
1	1	1	Very favorably
2	2	2	Favorably
3	3	3	Indifferently
4	4	4	Unfavorably
5	5	5	Very unfavorably

28. How attractive does work in nursing today seem to you compared with work in other fields? (Circle one)

1...Much less attractive
2...Less attractive
3...About the same
4...More attractive
5...Much more attractive

29. Knowing what you know now, do you think you would choose a career in nursing if you had to make the choice again? (Circle one)

1...Definitely no
2...Probably no
3...Probably yes
4...Definitely yes

30. If you circled 1 or 2 in question 28, what general field of work would you choose now, if you had it to do again? (Circle one)

1...teaching
2...business office
3...social work
4...medicine
5...laboratory work
6...other (specify) ____________________

For the period of time covered by this questionnaire, list the elective offices and appointed committee positions you have held in professional organizations.

List your consultant type activities giving organization and area.

List your professional public speaking activities, giving subject and audience.

List exact titles and references for all professional addresses, articles, books, or research studies that you have had accepted for publication.

List titles of all nursing research projects in which you have been one of the investigators, exclusive of masters theses and doctoral dissertations.

Please complete this record of your masters and doctoral work.

Degree(s) and/or number of hours toward degree	Major	Dates of study and/or degree(s)	Degree granting and/or graduate work institutions

List title(s) of all theses and/or dissertations and where they are available, e.g. personal copy, interlibrary-loan.

Please use this space to report anything that is significant to you that the questionnaire has not included.

Criticize the questionnaire and suggest improvement.

Indicate ways in which the College of Nursing and the Alumnae Association could be more useful to you.

THANKS AGAIN